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ABSTRACT

A questionnaire was used to investigate the management functions of secondary vocational teachers in Kansas in relation to functions performed, self-perceived competency, time commitment, and the need for more training in the selected management functions. Data were collected from 132 agriculture, business, distributive education, home economics, and trades and industry teachers. The educational level of the respondents was found to determine the number of the 43 management functions which they performed, as more of the functions were performed by teachers with a higher educational level. As the size of the school's enrollment increased, the self-perceived competence level increased. Educational level was also significant, with the self-perceived competence level of the management function increasing with more education. There were significant positive correlations between the self-perceived competence level of teachers' management functions and their need for additional training and also between time commitment and competence level. Implications from the research for preservice and inservice education were that inservice must be planned around different models taking into consideration such variables as number of teachers, teachers' time commitments, and size of schools, and inservice should be planned to build on teachers' strengths or to meet stated needs. (The questionnaire is appended.) (YLB)

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MANAGEMENT FUNCTIONS OF SECONDARY VOCATIONAL TEACHERS IN KANSAS WITH IMPLICATIONS FOR PRE-SERVICE AND IN-SERVICE EDUCATION

by

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B.S., Kansas State University, 1957

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	v
Chapter	
1. INTRODUCTION	1
STATEMENT OF PROBLEM	4
NEED FOR STUDY	5
HYPOTHESES OF THE STUDY	6
DEFINITION OF TERMS	8
LIMITATIONS OF STUDY	10
SUMMARY	10
2. REVIEW OF RELATED RESEARCH AND LITERATURE	12
MANAGEMENT/ADMINISTRATIVE COMPETENCIES	12
VOCATIONAL EDUCATORS	18
MANAGEMENT/ADMINISTRATIVE COMPETENCIES OF VOCATIONAL EDUCATORS	22
SUMMARY	26
3. METHODOLOGY	27
THE SAMPLE	28
DEVELOPMENT OF THE RESEARCH INSTRUMENT	28
DATA COLLECTION	31

Chapter Page

DATA ANALYSIS 32

SUMMARY 33

4. REPORT OF FINDINGS 35

DEMOGRAPHIC CHARACTERISTICS 36

PERFORMANCE OF MANAGEMENT FUNCTIONS 42

MANAGEMENT COMPETENCE LEVEL 49

TIME COMMITMENT OF MANAGEMENT FUNCTIONS 54

MANAGEMENT FUNCTIONS AND THE NEED FOR ADDITIONAL TRAINING . 58

CORRELATION OF COMPETENCE LEVEL, TIME COMMITMENT AND NEED FOR TRAINING 62

MANAGEMENT CLUSTERS 63

SUMMARY 65

5. SUMMARY, IMPLICATIONS AND RECOMMENDATIONS 72

SUMMARY 72

IMPLICATIONS 75

RECOMMENDATIONS 79

RECOMMENDATIONS FOR FURTHER RESEARCH 80

BIBLIOGRAPHY 81

APPENDIXES 84

A. COVER LETTER AND QUESTIONNAIRE 85

B. FOLLOW-UP CARD 91

C. ADVISORY COMMITTEE 92

D. LIST OF MANAGEMENT FUNCTIONS 93

LIST OF TABLES

Table		Page
1.	Number and Percentage Return of the 200 Questionnaires Mailed	36
2.	Summary of Questionnaire Return by Service Area	37
3.	Number and Percentage of Teachers by Years of Teaching Experience	38
4.	Number and Percentage of Teachers by School's Enrollment	38
5.	Number and Percentage of Teachers by Number of Teachers in Department	39
6.	Number and Percentage of Teachers by Number of Classroom Preparations	40
7.	Number and Percentage of Teachers by Grade Level Taught	40
8.	Number and Percentage of Teachers by Average Size of Classes	41
9.	Number and Percentage of Teachers by Educational Background	41
10.	Management Functions Performed by Teachers	43
11.	Analysis of Variance Summary Table of Number of Management Functions Performed by Teachers When Grouped by Years of Teaching Experience	46
12.	Analysis of Variance Summary Table of Number of Management Functions Performed by Teachers When Grouped by School's Enrollment	47
13.	Analysis of Variance Summary Table of Number of Management Functions Performed by Teachers When Grouped by Number of Class Preparations Per Day	47
14.	Analysis of Variance Summary Table of Number of Management Functions Performed by Teachers When Grouped by Educational Level	48

Table | Page

15. Analysis of Variance Summary Table of Competence Level of Management Functions Performed by Teachers When Grouped by Years of Teaching Experience 50

16. Analysis of Variance Summary Table of Competence Level of Management Functions Performed by Teachers When Grouped by School's Enrollment 51

17. Analysis of Variance Summary Table of Competence Level of Management Functions Performed by Teachers When Grouped by Class Preparations Per Day 52

18. Analysis of Variance Summary Table of Competence Level of Management Functions Performed by Teachers When Grouped by Educational Level 53

19. Analysis of Variance Summary Table of Time Commitment of Management Functions Performed by Teachers When Grouped by Years of Teaching Experience 54

20. Analysis of Variance Summary Table of Time Commitment of Management Functions Performed by Teachers When Grouped by School's Enrollment 55

21. Analysis of Variance Summary Table of Time Commitment of Management Functions Performed by Teachers When Grouped by Number of Class Preparations Per Day 56

22. Analysis of Variance Summary Table of Time Commitment of Management Functions Performed by Teachers When Grouped by Educational Level 57

23. Analysis of Variance Summary Table of Need for Help or Additional Information of Management Functions Performed by Teachers When Grouped by Years of Teaching Experience 59

24. Analysis of Variance Summary Table of Need for Help or Additional Information of Management Functions Performed by Teachers When Grouped by School's Enrollment 59

25. Analysis of Variance Summary Table of Need for Help or Additional Information of Management Functions Performed by Teachers When Grouped by Number of Class Preparations Per Day 60

26. Analysis of Variance Summary Table of Need for Help or Additional Information of Management Functions Performed by Teachers When Grouped by Educational Level . . 61

Table | Page

27. Summary of Correlations Between Competence Level, Time Commitment and Need for Training 63

28. Means of Management Clusters 64

29. Number of Hours Per Week Spent in Management Functions by Vocational Teachers in Addition to Teaching Classes and Class Preparation Periods 64

30. Methods of In-Service Training Selected by Teachers 65

31. Means and Ranks of Management Functions Performed by Kansas Vocational Secondary Teachers Relative to Self-Perceived Competence Level, Time Commitment and Need for Training . . 66

Chapter 1

INTRODUCTION

Secondary vocational teachers have many more responsibilities than to "just teach their subject matter area." As teacher educators in pre-service education prepare teachers for prospective teaching positions, the main concerns are subject matter competency and teaching methods courses. Management skills are included in the pre-service education, but often these are fragmented into the specific subject areas such as clothing management, livestock management or shop management. Teachers may be able to transfer these specific subject area skills to the overall management functions of their service area. On the other hand, teachers may not have been interested in the management aspect and therefore may not have developed competencies in management at the undergraduate level. In fact, teachers may not become interested in management skills until they are in teaching situations where time, money and energy become valuable resources along with the management of relationships with people.

As teaching becomes more complex, in addition to subject matter competency and teaching methods, a third area of knowledge needs to be considered in more depth--the management functions of teachers. Management functions of teachers include many areas such as developing program goals and objectives, coordinating student organizations, organizing and maintaining a laboratory and coordinating public relations with school

administrators, parents, and students. Teachers may not consider themselves managers and therefore do not evaluate their management functions. As productivity and accountability become increasingly more important, the vocational teacher may need to be redefined as a manager with learning as a product.

Special challenges face teachers in the '80's. According to The Wall Street Journal, Sease reports concerning education, "Parents are more assertive, asking for and getting expensive special programs for underachievers, overachievers and the handicapped."[1] Due to the demands of the public, vocational education teachers are now faced with the challenges of mainstreaming students of diverse abilities into the regular classroom setting. Along with the mainstreaming of special needs students, there are also both males and females enrolled in vocational education programs. These many challenges increase management functions of vocational education teachers.

In addition to mainstreaming, accountability at all levels is the cry of the '80's. Reported in Newsweek were the results of a poll conducted by the Gallup Organization which disclosed that nearly half the respondents say schools are doing a poor or only fair job, and with 59 percent believing teachers should be better trained.[2] Vocational educators must be well trained and able to justify the subject area in which they are teaching. With the emphasis of back to the basics of reading, writing and arithmetic, the vocational areas could be pushed to

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[1]Douglas R. Sease, "In the Line of Fire," The Wall Street Journal, Southwest ed., June 2, 1981, p. 1.

[2]"Why Public Schools Fail," Newsweek, April 20, 1981, p. 62.

a lower priority. To coordinate effective vocational programs, management competencies become valuable.

Another challenge to teachers other than mainstreaming and accountability of subject areas is the declining enrollments which have meant decreased budgets in many states and school districts. Budget restrictions have become a fact of life for most schools. Classes that draw less than peak enrollment are often sacrificed and so are the teachers who teach them. To balance budgets, programs sometimes have to be eliminated. With tighter budgets, fiscal management by vocational educators is of prime importance.

All of these factors, mainstreaming, accountability, and budget restrictions add additional pressures to the vocational education teacher's job. Teachers feel trapped and become dissatisfied with their jobs, questioning what their role is in the '80's. A poll last year by the National Education Association showed that more than one-third of all teachers were dissatisfied with their jobs and 41 percent regretted having become teachers.[3] Wanat and Snell, in describing the role of the vocational teacher, write that it is not uncommon for the teacher-coordinator to function in five distinct roles in one day--teacher, guidance counselor, coordinator, administrator and in the area of public relations.[4] To face the challenges of the '80's and accomplish all the management functions, it is important that the teacher be an effective manager.

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[3]"Why Public Schools Fail," p. 65.

[4]John A. Wanat and Margaret A. Snell, Cooperative Vocational Education (Springfield, Illinois: Charles C. Thomas, 1980), p. 238.

STATEMENT OF PROBLEM

With the present complexities in education it becomes crucial that teachers in vocational education have management competencies. The purpose of this research was to determine the management functions of vocational teachers who have been teaching at the secondary level in Kansas for one or more years. The study researched the variables of teacher's experience, school's enrollment, number of class preparations and the teacher's education background in the management of the service areas of agriculture, business, distributive education, home economics or trades and industry.

As management functions were researched many questions were asked such as: Which management functions are common to vocational secondary teachers? Which management functions require above average time commitment? Which management functions do teachers perceive as having a high competency level? Which management functions are ones where teachers would like more help? Is there any correlation between time commitment, competence level and need for training of the selected management functions? Do number of classroom preparations, school size, teacher's educational level and teaching experience make a significant difference in the teacher's competency level, time commitment and need for training of the selected management functions?

Four factors provided the central emphasis of this study:

1. Identification of the selected management functions performed by Kansas secondary vocational teachers.

2. Identification of the self-perceived competence level of selected management functions of Kansas secondary vocational teachers.

3. Identification of time commitment for the selected management functions of Kansas secondary vocational teachers.

4. Identification of the need for help or additional training in the selected management functions of secondary vocational teachers.

NEED FOR STUDY

Management skills in business are studied, so what about the management skills in education, more specifically the management of a vocational education department or service area? As the educational system becomes more complex, the management of time, money, energy and people relationships becomes more important. A review of literature indicates that there is a minimal amount of research in the specific area of management skills of vocational teachers at the secondary level. This study provided detailed research data on the management functions relating to self-perceived competence, time commitment, and the need for more training in the selected management functions. By considering the management functions of vocational education teachers relative to self-perceived competency, time commitment and need for further training, the study should help at both the pre-service and the in-service educational level.

There are studies relating to the over-all administrators' functions, but few studies relating to the management functions of the teacher who administers the program at the local high school level in the various service areas of vocational education. Strong writes that "vocational education, as other enterprises, depends upon the adequacy and quality of administration. The existence of vocational and technical education over these many years and its current position of growth and

strength have been dependent upon adequate administration. The quality of administration is crucial to the relevance of programs which have served the nation in its entirety, as well as large numbers of its youth and adults individually."[5]

If the management functions, which are important in the administration of a vocational program at the secondary level, can be identified in relation to teacher's competency level, time commitment and need for training, then this information can be used for improvement of the management competencies of vocational education teachers both at the pre-service and in-service levels.

HYPOTHESES OF THE STUDY

The hypotheses which will be tested by statistical treatment are stated in the null form:

1. There are no significant differences in the selected management functions which are performed by Kansas secondary vocational teachers when teachers are grouped by years of teaching experience.

2. There are no significant differences in the selected management functions which are performed by Kansas secondary vocational teachers when teachers are grouped by their school's enrollment.

3. There are no significant differences in the selected management functions which are performed by Kansas secondary vocational teachers when teachers are grouped by their number of class preparations per day.

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[5]M. Strong, "Administration and Supervision," The Philosophy for Quality Vocational Education Programs (Washington: American Vocational Association, 1974), p. 66.

4. There are no significant differences in the selected management functions which are performed by Kansas secondary vocational teachers when teachers are grouped by educational level.

5. There are no significant differences in the self-perceived competence level of selected management functions as expressed by Kansas secondary vocational teachers when teachers are grouped by years of teaching experience.

6. There are no significant differences in the self-perceived competence level of selected management functions as expressed by Kansas secondary vocational teachers when teachers are grouped by their school's enrollment.

7. There are no significant differences in the self-perceived competence level of selected management functions as expressed by Kansas secondary vocational teachers when teachers are grouped by number of class preparations per day.

8. There are no significant differences in the self-perceived competence level of selected management functions as expressed by Kansas secondary vocational teachers when teachers are grouped by educational level.

9. There are no significant differences in the time commitment for selected management functions of Kansas secondary vocational teachers when teachers are grouped by years of teaching experience.

10. There are no significant differences in the time commitment for selected management functions of Kansas secondary vocational teachers when teachers are grouped by their school's enrollment.

11. There are no significant differences in the time commitment for selected management functions of Kansas secondary vocational teachers

when teachers are grouped by number of class preparations per day.

12. There are no significant differences in the time commitment for selected management functions of Kansas secondary vocational teachers when teachers are grouped by educational level.

13. There are no significant differences in the need for help or additional information of the selected management functions of Kansas secondary vocational education teachers when teachers are grouped by years of teaching experience.

14. There are no significant differences in the need for help or additional information of the selected management functions of Kansas secondary vocational education teachers when teachers are grouped by their school's enrollment.

15. There are no significant differences in the need for help or additional information of the selected management functions of Kansas secondary vocational teachers when teachers are grouped by their number of class preparations per day.

16. There are no significant differences in the need for help or additional information of the selected management functions of Kansas secondary vocational education teachers when the teachers are grouped by their educational level.

DEFINITION OF TERMS

For the purpose of this study the following terms are defined:

Competence. Concepts, skills and attitudes required for a given task; state or quality of being capable or efficient.

Functions. Parts of a process, action or operation that belong to or are performed in order that the overall process, action or operation

may be accomplished as planned.[6]

In-service education. Coordinated learning experiences for teachers.

Management. A distinct process consisting of planning, organizing, actuating and controlling the work of others, performed to determine and accomplish objectives.[7]

Management competence. The ability to apply to practical situations the essential principles and techniques of management.

Pre-service education. Coordinated learning experiences provided for education students to prepare them for future employment.

Secondary vocational teachers. Educators who are teaching in a secondary (grades 7-12) vocational program, have vocational certification, and have one or more years of teaching experience in agriculture, business, distributive education, home economics or trades and industry.

Service area department. An administrative subdivision of a secondary school giving instruction in a specific vocational service area.

Vocational education. Specialized education organized to prepare the learner for entrance into a particular occupation or family of occupations or to upgrade employed workers.[8]

Vocational service areas. The term which describes the five broad areas of vocational education instruction, which are in this study:

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[6]Carter V. Good, ed., Dictionary of Education, 3rd ed. (New York: McGraw-Hill, 1973), p. 253.

[7]Good, p. 348.

[8]R. C. Wenrich and J. William Wenrich, Leadership in Administration of Vocational and Technical Education (Columbus, Ohio: Charles Merrill Publishing, 1974), p. 101.

agriculture, business, distributive education, home economics and trades and industry.

LIMITATIONS OF STUDY

This study was limited to secondary vocational teachers who had taught one year or more in a vocational program in Kansas. Only those teachers who were employed full time in the vocational service areas of agriculture, business, distributive education, home economics and trades and industry were included in this study.

This study considered management functions of vocational teachers in relation to time commitment, competence level and the need for study. Vocational educators in other states have similar management functions, therefore this study could be generalized to secondary vocational teachers in other states.

Teachers were asked to respond in terms of self-perceived competence, time commitment and need for study of selected management functions. The variance of management functions during the school year was not included in this study.

The only contact between subjects and the researcher was by mail questionnaire. This limited the ways in which responses could be made due to the lack of personal contact.

SUMMARY

Secondary vocational teachers are faced with special challenges in the '80's including mainstreaming, accountability and budget restrictions. All these factors add additional pressures to vocational teachers in the management of their specific service area. As the educational system

becomes more complex, the management of time, money, energy and people relationships becomes more important. Management functions in business are studied, so why not study the management functions of secondary vocational education teachers? This study attempted to provide detailed research data on the management functions of vocational teachers relating to self-perceived competency, time commitment and the need for more training in the selected management functions.

Four factors provided the central emphasis of this study:

1. Identification of selected management functions performed by Kansas secondary vocational teachers.

2. Identification of the self-perceived competence level of selected management functions of Kansas secondary vocational teachers.

3. Identification of the time commitment for selected management functions of Kansas secondary vocational teachers.

4. Identification of the need for help or additional training in selected management functions of secondary vocational teachers.

This study was limited to secondary vocational teachers who had taught one year or more in a vocational program in Kansas. Subjects used in this study were vocational teachers of agriculture, business, distributive education, home economics and trades and industry.

Chapter 2

REVIEW OF RELATED RESEARCH AND LITERATURE

An explanation of the need for a study of the management functions of Kansas secondary vocational teachers in the areas of agriculture, business, distributive education, home economics and trades and industry was presented in Chapter 1, and the research problem was introduced.

The review of literature includes books, periodicals, journals and dissertations which primarily refer to this research problem. First, the review of literature refers to the broad area of management competencies with reference to those areas which are related directly to this study. Next the background of vocational education is considered and then the literature which relates specifically to management competencies of secondary vocational educators.

MANAGEMENT/ADMINISTRATIVE COMPETENCIES

Vocational education requires management skills which in many areas are parallel to those in business. Many of the same management functions are performed in educational institutions as other organizations, but the individuals performing these activities are not called managers. According to Santo, people look with approval upon tools and process and we need to redefine the vocational teacher as a manager and learning as a product. Teaching them becomes an efficient application

of technology to raw material to produce a product--a successful worker.[1]

The importance of a manager or administrator in schools is stressed when Strong states that "the key to effective vocational and technical education, regardless of the size of the school, or its level of instruction is its top administrator."[2] He states that "professional training in vocational and technical education is necessary, and this should supplement other administrative training. As vocational education is a part of the larger educational spectrum, vocational educators should have the experience of receiving a part of their training in administration areas."[3]

What skills do teachers as managers need? Katz identified educational administrator skills. He categorized the three basic skills as technical, human and conceptual and states:

> Technical skill implies an understanding of, and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures, or techniques. . . . Technical skill involves specialized knowledge, analytical ability within that specialty, and facility in the use of the tools and techniques of the specific discipline. . . . In our age of specialization, it is the skill required of the greatest number of people. Most of our vocational and on-the-job training programs are largely concerned with developing this specialized technical skill.
>
> Human skill is the executive's ability to work effectively as a group member and to build cooperative effort within the team he leads. . . . This skill is demonstrated in the way the individual perceives (and recognizes the perceptions of) his superiors, equals, and subordinates, and in the way he behaves subsequently.

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[1]Gladys B. Santo, "The Indispensable Teacher," VocEd, 56 (June, 1981), p. 20.

[2]M. Strong, "Administration and Supervision," The Philosophy for Quality Vocational Education Programs (Washington: American Vocational Association, 1974), p. 75.

[3]Strong, p. 76.

> The person with highly developed human skill is aware of his own attitudes, assumptions, and beliefs about other individuals and groups; he is able to see the usefulness and limitations of these feelings. By accepting the existence of viewpoints, perceptions, and beliefs which are different from his own, he is skilled in understanding what others really mean by their words and behavior. He is equally skillful in communicating to others, in their own contexts, what he means by his behavior.[4]

Lastly, according to Katz, "conceptual skill involves the ability to see the enterprise as a whole; it includes recognizing how the various functions of the organization depend on one another, and how changes in any part may affect all others."[5]

Using Katz's organization of skills, Wilkinson writes that the mix of management skills needed by managers varies with their position within an organization. At the lowest level technical skills predominate and individuals function and work within guidelines and regulations set down for them. Also the goals are set by some other level in the organization. He continues, "In order to function effectively at the lowest level, managers must have some human relations skills. Human and conceptual skills do not become crucial, however, until the individual moves to higher levels of organizational responsibility."[6]

Using different terminology than Katz, Mackenzie developed similar concepts of the management process in a diagram showing the activities, functions and basic elements of the executive's job. He relates that there are three basic elements with which a manager deals: ideas, things,

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[4]R. L. Katz, "Skills of an Effective Administrator," Harvard Business Review, 52 (September-October, 1974), p. 91.

[5]Katz, p. 93.

[6]Gene L. Wilkinson, "Managers Are More Than Just Administrators," Audiovisual Instruction, 23 (October, 1978), p. 21.

and people. These are then related directly to conceptual thinking, administration and leadership as functions of management.[7]

Campbell and Gregg discuss the administrative process in terms of decisionmaking, planning, organizing, communicating, influencing, coordinating and evaluating.[8] Functions of the manager are grouped by Koontz and O'Donnell around the activities of planning, organizing, staffing, directing and control.[9]

As the literature was reviewed one of the problems was the lack of clarification of the terms, management and administration. Wolotkiewicz states that more and more the term management is applied to the operation of educational institutions in place of the previously used term administration. Administration may be viewed as leadership while management deals with day-to-day routine operations.[10] Others, such as Richman and Farmer, see administration as the routine function with management defined in broader terms. They define the two as:

> Management involves strategy, innovation, initiating and bringing out change, creative problem solving and decision making, actively seeking out alternatives and opportunities, reformulating goals and priorities, redeploying resources, negotiating, resolving conflicts, dynamic or active leadership, diplomacy, statesmanship, and a high degree of risk-taking and entrepreneurship. Administration implies more routine decision making and operations, and the implementation of goals, priorities, and strategies usually determined by others. It is

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[7]R. Alec Mackenzie, "The Management Process in 3-D," Harvard Business Review, 47 (November-December, 1969), p. 80.

[8]R. F. Campbell and R. T. Gregg, eds., Administrative Behavior in Education (New York: Harper and Brothers, 1957), p. 274.

[9]H. Koontz and C. O'Donnell, Principles of Management (New York: McGraw-Hill, 1968), p. 48.

[10]Rita J. Wolotkiewicz, College Administrator's Handbook (Boston: Allyn and Bacon, Inc., 1980), p. 17.

> more concerned with following predetermined policies, procedures, and regulations. It tends to be more adaptive, passive, and reactive than management and it is much more of a closed system concept primarily concerned with internal efficiency and operations. It is also concerned with internal monitoring strategic planning.[11]

Wilkinson explains the distinction between managers and administrators as the manner in which they approach the functions of planning, organizing, motivating and controlling. "Administrators approach the functions vertically, placing their emphasis on the functions of organizing and controlling. Managers take a horizontal approach, placing their emphasis on the functions of planning and motivation. The different functions require different skills."[12]

On defining management, Tucker writes, "Although the term management can be defined in many ways, most definitions reflect the concern for accomplishing organizational goals and objectives by working with and through individuals and groups. In attempting to achieve organizational goals, the manager must perform such functions as planning, organizing, motivating and controlling."[13]

According to Tucker the person responsible for carrying out these basic functions of management, whether or not they are called managers, must have a complete understanding of the management functions if their organization is to be managed effectively.[14]

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[11]Barr M. Richman and Richard N. Farmer, Leadership, Goals and Power in Higher Education (San Francisco: Jossey-Bass, 1974), pp. 14-15.

[12]Wilkinson, p. 20.

[13]Allan Tucker, Chairing the Academic Department (Washington, D.C.: American Council on Education, 1981), p. 305.

[14]Tucker, p. 305.

Institutions, other than business, do not speak of management or managers. Teachers do not think of themselves as managers. Drucker explains that many institutions have in common the management function, the management task and the management work. "In all of these there is a group of people whose function it is 'to manage,' and who have legal power and responsibility as managers. In all of them there is the same task: making the institution perform. And in all of them this requires doing specific work; setting objectives, goals and priorities; organizing; staffing, measuring results; communicating and decision making; and so on."[15]

Drucker writes that a manager should be defined by function rather than power.[16] "Who is a manager can be defined only by that person's function and by the contribution he or she is expected to make. And the function that distinguishes the manager above all others is the function no one but the manager can perform. The one contribution a manager is uniquely expected to make is to give others vision and ability to perform. It is vision and moral responsibility that, in the last analysis, define the manager."[17] One of the important functions which Drucker includes in the work of a manager is developing people. "A manager: Directs people or misdirects them; Brings out what is in them or stifles them; Strengthens their integrity or corrupts them; Trains

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[15]Peter F. Drucker, People and Performance: The Best of Peter Drucker on Management (New York: Harper's College Press, 1977), p. 11.

[16]Drucker, p. 50.

[17]Drucker, p. 59.

them to stand upright and strong or deforms them."[18] By this function alone, teachers should consider themselves managers.

VOCATIONAL EDUCATORS

Vocational education presents some challenges of administration and management which are more complex than those of academic subjects, such as history and math. Some of those differences cited by Roberts are use of federal, state and local funds, the cooperative nature of some curriculum and the standards which must be met.[19]

According to Wenrich and Wenrich:

> Vocational education in the United States, unlike general education, was initiated largely on the basis of a national concern. When Smith-Hughes Act was passed in 1917 there was very little evidence of concern about or interest in vocational education on the part of local educational leaders. It was to be expected, therefore, that the leadership for the development of vocational education emanated from the national level, then to the states and subsequently to the development of programs at the local level. This pattern of operation continued and was reinforced through amendments to the Smith-Hughes Act until the passage of the Vocational Education Act of 1963. The 1963 Act gave support to the idea of placing more responsibility on the states and through the states on the local community.[20]

"The shift in responsibility from the federal to local units," cites Wenrich and Wenrich, "creates a need for an increased number of local vocational education leaders who have the competence to plan, operate and evaluate vocational programs on the secondary and

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[18]Drucker, p. 53.

[19]Roy W. Roberts, Vocational and Practical Arts Education (New York: Harper and Row, 3rd ed., 1971), pp. 16-17.

[20]R. C. Wenrich and J. William Wenrich, Leadership in Administration of Vocational and Technical Education (Columbus, Ohio: Charles Merrill Publishing, 1974), p. 101.

postsecondary levels."[21]

Recounting the past 20 years in vocational education, Warmbrod writes:

> Since Congress passed the Vocational Education Act of 1963, substantial changes have been made in existing vocational education programs. Prior to the 1963 Act, vocational agriculture programs were primarily agricultural production--programs for present and prospective farmers. In 1978-79, 50 percent of those enrolled in vocational agriculture were in specialized non-farm agribusiness, food processing, natural resources and forestry.
>
> Programs in consumer and homemaking education have been redesigned to prepare youth and adults both for the role of homemaker and employment in the dual role of homemaker and wage earner. Specialized instruction is now provided in child development and guidance, clothing and textiles, consumer education, family health, family relations, foods and nutrition and home management.[22]

With increases of programs and the broad diversity of vocational education programs, task performance of vocational teachers have been studied by a number of researchers. Brozek surveyed Oklahoma Industrial Arts teachers to identify various tasks performed on the job.[23] From the data gathered by Brozek there was relatively little difference in the duty-tasks performed by industrial arts teachers regardless of the number of years of experience, the institution type, the degree held or the amount of industrial work experience.

Mitchell in 1978 studied the tasks performed by vocational

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[21]Wenrich and Wenrich, p. 101.

[22]Robert J. Warmbrod, "Vocational Education: Then and Now," VocEd, 56 (October, 1981), pp. 29-30.

[23]Raymond James Brozek, "A Task Inventory of Industrial Arts Teachers in Oklahoma." (Unpublished Ed.D. dissertation, Oklahoma State University, 1979).

cooperative teachers in the secondary schools of Texas.[24] There were significant differences in tasks performed between coordinators in large vs. small schools, large vs. small communities, coordinators with varying amounts of experience and coordinators of full time vs. combination units. Referring to the time coordinators spent performing the 211 tasks in this study, the most time consuming were 15 percent for clerical and program management tasks, 14 percent for youth leadership activities and 14 percent for out of class coordination activities.

In Smith's study of critical tasks performed by department heads of secondary distributive education programs in Virginia there were 76 tasks identified for this position.[25] The tasks of priority importance were keeping local school personnel acquainted with distributive education programs and its offerings, representing the department faculty to school administrators and establishing long range goals for the program.

The tasks and responsibilities of vocational directors in Colorado secondary schools were researched by Knapp in 1980.[26] This study concluded that there was a significant difference between the local director's and their immediate supervisor's perception of the local director's tasks and responsibilities. Also there were differences in

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[24]Michael Kiehl Mitchell, "Tasks Performed by Vocational Cooperative Teachers in Secondary Schools of Texas Considering Time Spent, Importance, Use of Teacher Aides and Implications for Curriculum Development." (Unpublished Ph.D. dissertation, Texas A&M University, 1978).

[25]Clifton Lee Smith, "The Critical Tasks to be Performed by Department Heads of Secondary Distributive Education Programs in Virginia." (Unpublished Ed.D. dissertation, Virginia Polytechnic Institute and State University, 1979).

[26]Eleanor J. Knapp, "Tasks and Responsibilities of Vocational Directors in Colorado Secondary Schools." (Unpublished Ph.D. dissertation, Colorado State University, 1980).

the role and responsibilities of the local director between large and small school districts. Local directors saw themselves in a coordinating and supervisory role rather than in administrative leadership and were not striving for the administrative leadership that was possible.

The primary purpose of Hudson's research was to develop job descriptions through the use of professional tasks and duties engaged in and the relative time spent on the professional tasks and duties of vocational agriculture teachers in New Mexico.[27] The findings showed that although difference in relative time spent on the 110 tasks did appear, the differences were not large enough to constitute different job types for the diversity of the teachers involved.

DeVaughan identified and validated competencies needed by vocational and technical education teachers in Oklahoma.[28] Based on his findings, there are many common competencies shared by the different vocational and technical disciplines. He concluded that the majority of competencies needed by vocational and technical education teachers and that common core curriculum can be developed for use by vocational and technical teacher educators in teacher training programs.

Cotrell at the Center for Vocational Education, Ohio State University, conducted one of the most comprehensive studies to identify

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[27]William E. Hudson, "Inventory and Analysis of Professional Tasks Engaged in by Teachers in Vocational Agriculture in Secondary Schools in New Mexico." (Unpublished Ph.D. dissertation, Texas A&M, 1978).

[28]Zed Farris DeVaughan, Jr., "Competencies Needed by Vocational and Technical Education Teachers as Rated by Selected Groups." (Unpublished Ed.D. dissertation, Oklahoma State University, 1974).

competencies of vocational educators.[29] His study identified 384 professional competencies, which were later condensed to 100 professional education competencies.

MANAGEMENT/ADMINISTRATIVE COMPETENCIES OF VOCATIONAL EDUCATORS

A review of literature in this area isolated studies and information directly related to management competencies of secondary vocational educators. Barlow, speaking at an Illinois conference, stated that many of the competencies dealing with the organization and administration of vocational education are administered by the administrator, but that every vocational education teacher must be knowledgeable concerning the administration of vocational education.[30] Vocational education teachers must be able to communicate intelligently about the federal laws, organization of vocational education at the federal level, state vocational education plan, state vocational organization, local vocational education organization and the role of professional associations. If teachers are not competent in these areas, the teacher's contribution for the improvement of the system of vocational education is minimal.[31]

According to Baslow, "Occupational competency is as important as it ever was, maybe even more so, but it is definitely not enough as a

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[29]C. J. Cotrell and others, Model Curricula for Vocational and Technical Teacher Education; Report No. 5, General Objectives Set II, ERIC Document Reproduction Service, ED 069 845, 1972.

[30]D. R. Terry, R. L. Thompson, and R. N. Evans, Competencies for Teachers: Vocational Education Shows the Way, ERIC Document Reproduction Service, ED 067 567, 1972, p. 45.

[31]Terry, Thompson, and Evans, p. 46.

means of defining teacher competency for the future."[32] In the competencies for vocational teachers Baslow includes the ability to manage effectively the human and physical resources, short-range and long-range plans, financial resources, student placement and community relationships.

Valentine in his guide for vocational educators outlined the generally recognized management functions as public relations, curriculum and instruction, student personnel, staffing, facilities and equipment, and the business management function.[33] Valentine added to this list four other major responsibilities:

> 1) Determine the community power structure (political, social and economic), 2) professional negotiations, 3) the leadership development program required to sustain and provide for self-renewal within the establishment, and 4) institutional research and development program. These management functions to be performed by the administrator require that he must have a working knowledge of the organization, its place and its role within the institution.[34]

Baltimore in his research identified common education competencies needed by public school district vocation leaders as categorized by state, type of position held, proportion of time devoted to teaching and the number of teaching subordinates.[35] In this study competencies related to program management and program planning received relatively low mean scores and a high standard deviation, indicating a difference of opinion

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[32]Terry, Thompson, and Evans, p. 54.

[33]Ivan Valentine, Administration of Occupational Education (Washington: U.S. Government Printing Office, 1975), p. 2.

[34]Valentine, pp. 2-3.

[35]Jimmy Ray Baltimore, "A Study of Professional Education Competencies of Public School District Vocational Education Leaders." (Unpublished Ed.D. dissertation, Oregon State University, 1972).

among the respondents concerning the level of proficiency, but it was generally considered low. In this study a combination of formal course work and internship was the preferred method of preparing vocational education leaders to perform the competencies in the study.

Klein researched basic management skills for mid-management vocational leadership personnel.[36] His survey had the respondent review the definitions of each of the following management skill areas: human relations; local, state, and federal relation; business/industry education relation; planning and budgeting; research and inquire; administrative operations and evaluation and accountability. The respondents also indicated what time percentage should be devoted to formal preparation in the management skill areas. The respondents listed human relations (19.9 percent) as the area where the largest amount of formal preparation time should be allocated. According to the respondents the percentage of time in formal preparation that should be field based ranged from 31.94 percent to 47.97 percent.

Competency-based modules have been developed by a number of states. Southern Illinois University includes management competencies in the model competency based graduate program for the preparation of occupational education leadership/administrators. This internship program prepares occupational education leaders/administrators using a performance-based program centered on the 159 performances previously defined and

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[36]Gerald Anthony Klein, "A Study of Basic Management Skills for Mid-Management Vocational Leadership Personnel." (Unpublished Ph.D. dissertation, Georgia State University, 1974).

validated by the project staff.[37]

Virginia Polytechnic Institute and State University developed material centered on competency-based administrator education.[38] The instructional materials from this project focus on further professional development through in-service education. Priority areas for in-service training were determined by a select panel of local vocational administrators and school superintendents. The two areas with the highest mean scores and considered most important were determining curriculum design and organization to achieve instructional goals and developing annual and long-range plans which include pertinent objectives.

Using the competency research studies of Cotrell, modules were developed by The Center for Vocational Education.[39] These 100 modules focus upon specific professional competencies of vocational teachers including management areas such as managing budgeting, vocational facilities, filing system, student safety and vocational laboratory.

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[37]Wayne S. Ramp and James C. Parker, The Implementation of a Model Competency Based Graduate Program in Occupational Education Administration. A final report; Project Funding Agency: Board of Vocational Education and Rehabilitation, Division of Vocational-Technical Education, Project numbers PDT-B4-074 and PDT-B4-076, Springfield, Illinois, June 30, 1974.

[38]Curtis R. Finch and Kathy Novak, User's Guide for Competency-Based Administrator Education Materials, Competency-Based Administrator Education Project, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, March 1979.

[39]James B. Hamilton and others, Instructional Management Professional Teacher Education Module Series, The Center for Vocational Education, Ohio State University, Columbus, Ohio, 1977, and American Association for Vocational Instructional Materials, Athens, Georgia.

SUMMARY

This chapter reviewed research and publications on the management competencies of vocational educators. The broad area of management was reviewed in the areas directly related to this study. The role of vocational education was reviewed before reporting research relating to the management competencies of secondary vocational educators.

Literature on management indicated that vocational education requires management skills similar to those in business. Katz's writings categorized these skills as technical, human, and conceptual. The management functions as classified by a number of authors were reviewed in this section.

The literature on vocational education gave an overview of the roles of vocational educators. Researchers have studied the tasks of vocational educators in the specific service areas such as trades and industry and agriculture. The tasks and responsibilities are complex due to the school or district organization, size of school and the diversity of teacher's responsibilities in the different vocational service areas.

Lastly, the review of literature on the specific management competencies of vocational educators was researched. Due to the interest in management skills and competencies in recent years this literature was in the form of dissertations and educational projects. There were indications in this research that management skills could be improved by vocational educators through more formal pre-service education, internships, and in-service education modules.

Chapter 3

METHODOLOGY

This study was designed to determine the management competencies needed by teachers of secondary vocational education programs in Kansas. Teachers in the service areas of agriculture, business, distributive education, home economics and trades and industry were selected for the sample.

A review of literature indicated that the primary purpose of this study could be achieved by researching the following questions:

1. What are the functions performed by secondary vocational education teachers?

2. What is the time commitment of the management functions of the secondary vocational teachers?

3. What is the self-perceived competence level of the secondary vocational teachers in performing these management functions?

4. What, if any, additional training or information concerning management competencies do these secondary vocational teachers need help?

5. What significant differences in management functions, competencies, time commitment and need for training exist between secondary vocational teachers relative to teaching experience, size of school, number of class preparations and educational level?

THE SAMPLE

Five populations served as the respondents for this study. The population was secondary vocational teachers in Kansas in the service areas of agriculture, business, distributive education, home economics and trades and industry. The directories of the teachers in the service areas of agriculture, business, distributive education, home economics and trades and industry from the Kansas State Department of Vocational Education were used for the selection of the random sample of secondary vocational education teachers. Five hundred eighteen teachers were identified from the directories and two hundred secondary vocational teachers with one or more years of teaching experience were randomly selected from this total (518) for this research.

DEVELOPMENT OF THE RESEARCH INSTRUMENT

After a review of the literature the first draft of the survey instrument was constructed.

Considering the resources available to the writer the mail survey was chosen as the method of collecting data. There is controversy as to which method of gathering data is the most satisfactory in terms of maximizing the responses. According to Dillman, face-to-face interviews were once the only acceptable method for conducting surveys.[1] This method, due to time, distance and costs no longer satisfies the needs of social scientists. Dillman summarizes some main points which a researcher can do to encourage a good response to the questionnaire survey. His

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[1]Don A. Dillman, Mail and Telephone Surveys: The Total Design Method (New York: John Wiley & Sons, 1978), p. 29.

points include:

1. Reward the respondent by
   showing positive regard
   giving verbal appreciation
   using a consulting approach
   supporting his or her values
   offering tangible rewards
   making the questionnaire interesting

2. Reduce costs to the respondent by
   making the task appear brief
   reducing the physical and mental effort that is required
   eliminating chances for embarrassment
   eliminating any implication of subordination
   eliminating any direct monetary cost

3. Establish trust by
   providing a token of appreciation in advance
   identifying with a known organization that has legitimacy
   building on other exchange relationships[2]

The average response rate for surveys using Dillman's techniques was 74 percent. None of the surveys obtained "less than 50 percent response,"[3] while the "response rate of 90 percent was not unusual for specialized groups."[4] A response of 75 percent was a goal for this study.

The questionnaire consisted of two parts. The first part of the questionnaire consisted of the 43 management functions. These functions were the result of competencies selected by vocational educators nationwide and compiled by Cotrell through The Center for Vocational Education, The Ohio State University, Columbus, Ohio,[5] and functions

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[2]Dillman, p. 18.

[3]Dillman, p. 21.

[4]Dillman, p. 27.

[5]C. J. Cotrell and others, Model Curricula for Vocational and Technical Teacher Education; Report No. 5, General Objectives Set II, ERIC Document Reproduction Service, ED 069 845, 1972.

which the Kansas State Vocational Education staff and members of an advisory committee added to the questionnaire. The list was subdivided by using the management divisions of Katz--technical, human and conceptual.[6] This division was made by grouping the technical area, questions 1-11, the human area, questions 12-33, and the conceptual area, questions 34-43.

The second part of the instrument was general information concerning vocational service area, number of years of teaching, size of classes, enrollment of school, number of teachers in department and the educational qualifications of the person completing the questionnaire. In the total design method of developing mail surveys by Dillman the general information questions are always placed at the end of the questionnaire as it results in fewer nonresponses.[7] The reason for the low nonresponse to the general personal questions may be that after filling out the first part of the questionnaire there is an investment and the responsers want to be sure their questionnaire counts.[8]

Forty-three management functions were listed in the questionnaire. In completing the questionnaire, the respondent was asked to first check in the left hand column whether the management function was performed. Then subjects responded to each management function using a five point Likert scale for each of the three variables--time commitment, competence and the need for more help. A copy of the instrument is displayed in Appendix A.

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[6]R. L. Katz, "Skills of an Effective Administrator," Harvard Business Review, 52 (September-October, 1974), p. 91.

[7]Dillman, p. 125.

[8]Dillman, p. 127.

A draft of the research instrument was submitted to members of an advisory committee for their evaluation. Members of this committee represented the five areas, agriculture, business, distributive education, home economics and trades and industry, and were selected on the basis of their vocational education experience and subject area expertise. (Appendix C) The researcher also met with the state vocational education staff for their evaluation of the draft of the questionnaire. The instrument was revised to incorporate the changes recommended by the advisory committee and state vocational education staff.

DATA COLLECTION

A cover letter, the questionnaire with the instructions and a self-addressed stamped envelope were sent to the randomly selected sample of teachers. A copy of the cover letter and questionnaire are displayed in Appendix A. According to Dillman mail surveys are locked into a definite time schedule of printing, folding, stuffing and mail dates, therefore follow-ups are also rigidly scheduled. In his work with mail surveys, they require eight weeks to complete the process.[9] With this information, the questionnaires were sent out on September 14, 1981. The researcher requested completion and return of the questionnaire within one week. The questionnaires were coded to allow a follow-up mailing to those who did not respond within fourteen days after the initial mailing. At this time a reminder notice was mailed to those

[9]Dillman, p. 67.

teachers who had not returned their questionnaires. A copy of the reminder notice is displayed in Appendix B.

DATA ANALYSIS

The data collected in this research was coded, key punched and verified. A computer program was used to analyze the data.

Part I of the questionnaire yielded the data on management functions performed, self-perceived competence level, time commitment and the need for training. The analysis of variance was used to test the hypotheses of no significant differences in the areas of management functions, competence level, time commitment and the need for training, in relation to teaching experience, school's enrollment, number of classroom preparations per day and educational background of the teacher. The level of significance (alpha) was .05. If a statistical difference existed at the .05 level of confidence, the Scheffe, a multiple-comparison technique, was used to determine what groups differed. The Scheffe was utilized since group sizes were unequal and the multiple comparison technique conducts all pair-wise comparisons.[10] The t-test was used to test significant differences between the management clusters.

A correlation was made between the three scales--competence level, time commitment and need for training--using a mean for each individual for each scale. Also ranking tables were constructed for competence level, time commitment and the need for training.

Descriptive statistics collected in Part II of the questionnaire

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[10]John T. Roscoe, Fundamental Research Statistics for the Behavioral Sciences (New York: Holt, Rinehart & Winston, Inc., 1975), p. 313.

were used to summarize the demographic data. This data identified and described the selected characteristics of secondary vocational teachers in Kansas. This information was analyzed as frequencies, means, and percentages.

SUMMARY

A questionnaire was used to investigate the management functions of teachers in relation to functions performed, self-perceived competence level, time commitment and the need for training of the functions. The two-part instrument was mailed to two hundred Kansas secondary vocational teachers who had taught for more than one year. The teachers were randomly selected from the service areas of agriculture, business, distributive education, home economics, and trades and industry. A total of one hundred thirty-two returns were usable and provided data for the study. The analysis of variance, Scheffe test and t-test were applied to Part I of the questionnaire concerning management functions performed, competence level, time commitment and the need for training. Part II of the questionnaire was the demographic data and was reported as frequencies, means, and percentages.

In summary the major procedures in this research study were:

1. Presented prospectus of dissertation topic and gained approval of researcher's advisory committee at meeting June 30, 1981.

2. Research instrument was evaluated by advisory committee and state vocation education staff during summer 1981.

3. Met with statistician to plan coding of questionnaire for computer analysis.

4. Obtained approval during summer 1981 from human subjects

selection committee within the College of Education and Graduate School at Kansas State University before mailing research instrument.

5. Mailed questionnaire to a random sample of two hundred teachers during September with a cover letter from the State Vocational Education Department and a packet of coffee. A postcard follow-up was mailed in October 1981.

6. Met with statistician for assistance in coding data for computer analysis.

7. Ran computer analysis.

Chapter 4

REPORT OF FINDINGS

This chapter presents the findings of the author's investigation to determine the management functions of Kansas secondary vocational education teachers in relation to competence level, time commitment and need for study.

The data presented are the results of a questionnaire which was mailed to two hundred Kansas secondary vocational teachers in the service areas of agriculture, business, distributive education, home economics and trades and industry in an effort to:

1. Determine the management functions which are performed by the teachers relative to teaching experience, school's enrollment, number of class preparations per day and teacher's educational level.

2. Determine the self-perceived competence level of the selected management functions as expressed by teachers relative to teaching experience, school's enrollment, number of class preparations per day and teacher's educational level.

3. Determine the time commitment of the selected management functions relative to teaching experience, school's enrollment, number of class preparations per day and teacher's educational level.

4. Determine the selected management functions which teachers need training or additional information relative to the teacher's teaching experience, school's enrollment, number of class preparations

per day and teacher's educational level.

The data for the study was obtained from questionnaires sent to a random sample of secondary vocational teachers in Kansas during the 1981-82 academic year. Teachers were selected for the sample from those teachers who had at least one year of teaching experience. After the initial mailing, one follow-up mailing was made in order to increase the percentage of return. Table 1 shows the number and percent of questionnaires returned for each mailing.

Table 1

Number and Percentage Return of the 200 Questionnaires Mailed

Mailing	Questionnaire Return	Percentage of Total Return
First Mailing	102	51
Second Mailing	32	16
TOTAL	134	67

A total of 134 questionnaires were returned, although 2 of the questionnaires were returned too late to be included in the statistical analysis. Table 2 shows by subject matter area the questionnaires used in this study.

DEMOGRAPHIC CHARACTERISTICS

Respondents were requested to give demographic information. Data was collected relative to years of teaching experience, size of school, number of teachers in their service area department, number of classroom preparations per day, grade levels taught, average size of classes, and educational background. This data was analyzed by frequency of responses

Table 2

Summary of Questionnaire Return by Service Area

Respondents	Mailed	Percentage of Total Sample	Returned	Percentage of Total Return
Agriculture	61	30.5	45	34.1
Business	18	9.0	14	10.6
Distributive Education	14	7.0	6	4.5
Home Economics	84	42.0	56	42.4
Trades and Industry	23	11.5	11	8.3
TOTAL	200	100	132	100

and is reported in Tables 3 through 9.

Table 3 presents the data from Item 2 on the questionnaire which asked for the number of years of teaching experience. The random sample was selected from teachers who had taught the previous year, therefore they had at least one year of teaching experience. Two of the respondents stated that this was their first year of teaching even though their names were selected from the previous year's directories of teachers in the vocational service areas. Of the 127 respondents, 40 (30%) were in their sixth to tenth year of teaching, followed by 34 (25.8%) who were in their sixteenth or more year of teaching.

Table 4 summarizes the data from Item 3 on the questionnaire which asked respondents the school's enrollment. Thirty-seven teachers (28%) taught in schools which had 201-450 students, followed by 34 teachers (25.8%) who taught in schools with 901 or more students.

Item 4 asked the respondents to indicate the number of teachers in their service area department, as summarized in Table 5. The largest

Table 3

Number and Percentage of Teachers
by Years of Teaching Experience

Years of Teaching Experience	Number	Percentage
1 year	2	1.5
2-5 years	30	22.7
6-10 years	40	30.3
11-15 years	21	15.9
16 or more years	34	25.8
No answer	5	3.8
TOTAL	132	100

Table 4

Number and Percentage of Teachers
by School's Enrollment

Enrollment of School	Number	Percentage
0-100 students	13	9.8
101-150 students	14	10.6
151-200 students	16	12.1
201-450 students	37	28.0
451-900 students	18	13.6
901 or more students	34	25.8
TOTAL	132	100

number of the teachers (66, 50%) taught in a one teacher department. Twenty-three of the teachers (17.4%) taught in two teacher departments. Ten of the teachers (7.6%) were in departments which had six or more

teachers.

Table 5

Number and Percentage of Teachers by Number of Teachers in Department

Number of Teachers in Department	Number	Percentage
1	66	50.0
2	23	17.4
3	11	8.3
4	10	7.6
5	8	6.1
6 or more	10	7.6
No answer	4	3.0
TOTAL	132	100

In Table 6 the data for Item 5 is presented, which was the number of classroom preparations per day by the teacher. The most frequent response of the teachers was 46 teachers (34.8%) responding five preparations per day. Twenty-seven of the teachers (20.5%) had three class preparations a day, followed by 24 teachers (18.2%) with four class preparations per day.

Table 7 summarizes data from Item 6 of the questionnaire which asked respondents to indicate the grade level which they taught. Grades 9-12 were taught by 57 teachers (43.2%) followed by 50 teachers (37.9%) who listed some other grade division than those included on the questionnaire. Many of the teachers responding taught in grades 10-12.

The average size of the class, shown in Table 8, was Item 7 on the questionnaire. The largest number of teachers (44, 33%) reported 11-15 students

Table 6

Number and Percentage of Teachers by Number of Classroom Preparations

Number of Classroom Preparations	Number	Percentage
1	8	6.1
2	11	8.3
3	27	20.5
4	24	18.2
5	46	34.8
6	10	7.6
No answer	6	4.5
TOTAL	132	100

Table 7

Number and Percentage of Teachers by Grade Level Taught

Grade Level	Number	Percentage
7-12 grades	4	3.0
9-12 grades	57	43.2
9-adult	17	12.9
Other	50	37.9
No answer	4	3.0
TOTAL	132	100

as the average size of class. Only five teachers (3.8%) responded that their average class size was more than 25 students.

Table 8

Number and Percentage of Teachers
by Average Size of Classes

Average Size of Classes	Number	Percentage
0-10 students	33	25.0
11-15 students	44	33.3
16-20 students	27	20.5
21-24 students	19	14.4
25 or more students	5	3.8
No answer	4	3.0
TOTAL	132	100

The educational background of the respondents, presented in Table 9, was Item 8 on the questionnaire. Forty-seven of the teachers (35.6%) had completed the Bachelors degree plus fifteen additional hours of study. The

Table 9

Number and Percentage of Teachers
by Educational Background

Educational Background	Number	Percentage
B.S.	20	15.2
B.S. plus 15 hours	47	35.6
M.S.	24	18.2
M.S. plus 15 hours	18	13.6
Other	18	13.6
No response	5	3.8
TOTAL	132	100

Masters degree had been completed by 18 teachers (13.6%), whereas 18 teachers had an educational level not listed on the questionnaire categories, such as Masters plus 30 hours.

PERFORMANCE OF MANAGEMENT FUNCTIONS

To determine which management functions were performed by the secondary vocational teachers, the teachers were asked to check in the left hand column of the questionnaire those management functions performed.

The management functions performed by the teachers are reported in Tables 10-14. The analysis of variance was used to test the hypotheses relating to differences in performance by teaching experience, school's enrollment, class preparations per day and the teacher's educational level. The .05 level of significance was established for rejection or retention of the stated null hypothesis.

Table 10 lists all the management functions which were included on the questionnaire. All the functions included on the questionnaire were performed by at least 66 percent of the teachers with the exceptions of writing grant proposals (34%), coordinating staff (40.2%), maintaining legislative contacts (48.5%), developing training stations (57.6%), preparing yearly calendar of public relations activities (59.8%), and speaking before community groups (65.9%). The largest number of teachers (99.2%) checked classroom discipline as a management function performed.

The years of teaching experience did not make a significant difference in the number of management functions which the teachers performed. Table 11 summarizes the analysis of variance between and within the five groups. The overall mean number of management functions

Table 10

Management Functions Performed by Teachers

Management Function	Teachers Perform Function	Percentage of Teachers	Teachers Do Not Perform Function	Percentage of Teachers
1. Project instructional resource needs	104	78.8	28	21.2
2. Manage your budgeting responsibilities	102	77.3	30	22.7
3. Arrange for improvement of your vocational facilities	110	83.3	22	16.7
4. Maintain a filing system	127	96.2	5	3.8
5. Organize and maintain vocational laboratory	108	81.8	24	18.2
6. Requisition of supplies and equipment	126	95.5	6	4.5
7. Bid specifications for equipment and supplies	89	67.4	43	32.6
8. Read and answer correspondence	126	95.5	6	4.5
9. Organize and maintain a vocational classroom	126	95.5	6	4.5
10. Manage equipment and supplies	126	95.5	6	4.5
11. Manage your reporting responsibilities	124	93.9	8	6.1
12. Develop training stations	76	57.6	56	42.4
13. Organize and maintain an advisory committee	112	84.8	20	15.2
14. Provide for student safety/first aid needs	116	87.9	16	12.1
15. Assist students in developing self-discipline	125	94.7	7	5.3

Table 10 (Continued)

Management Function	Teachers Perform Function	Percentage of Teachers	Teachers Do Not Perform Function	Percentage of Teachers
16. Use student conferences to meet students' needs	113	85.6	19	14.4
17. Recruitment of students for classes	110	83.3	22	16.7
18. Advise students in career opportunities and employment	127	96.2	5	3.8
19. Coordinate with guidance counselor the advisement of students in career opportunities	101	76.5	31	23.5
20. Keep public informed of program through news media	106	80.3	26	19.7
21. Keep Board of Education informed of program goals	98	74.2	34	25.8
22. Use members of community in classes	118	89.4	14	10.6
23. Classroom discipline	131	99.2	1	.8
24. Preparation of disciplinary reports	110	83.3	22	16.7
25. Coordinate activities of special needs students	98	74.2	34	25.8
26. Keep up to date professionally	124	93.9	8	6.1
27. Coordinate staff--professional and non-professional	53	40.2	79	59.8
28. Maintain legislative contacts	64	48.5	68	51.5
29. Delegate responsibility	107	81.1	25	18.9

Table 10 (Continued)

Management Function	Teachers Perform Function	Percentage of Teachers	Teachers Do Not Perform Function	Percentage of Teachers
30. Make and receive phone calls	126	95.5	6	4.5
31. Establish and maintain a student vocational organization	114	86.4	18	13.6
32. Speak before community groups	87	65.9	45	34.1
33. Cooperate with businesses	112	84.8	20	15.2
34. Develop program goals and objectives	122	92.4	10	7.6
35. Develop a course of study	126	95.5	6	4.5
36. Develop long-range program plans	114	84.4	18	13.6
37. Conduct a student follow-up study	94	71.2	38	28.8
38. Evaluate your vocational program	117	88.6	15	11.4
39. Develop short-term program plans	114	86.4	18	13.6
40. Prioritize daily activities in order of importance	113	85.6	19	14.4
41. Prepare yearly calendar of public relations activities	79	59.8	53	40.2
42. Write grant proposals	45	34.1	87	65.9
43. Understand legal rights of teachers	93	70.5	39	29.5

performed by the respondents was 35 of the 43 functions listed on the questionnaire.

Table 11

Analysis of Variance Summary Table of Number of Management Functions Performed by Teachers When Grouped by Years of Teaching Experience

Source of Variation	df	SS	MS	F-ratio
Between groups	4	271.6053	67.9013	1.455*
Within groups	122	5692.2339	46.6577	
TOTAL	126	5963.8359		

*Not significant

Group	Mean	SD	SE
1 year	42.0000	1.4142	1.0000
2-5 years	33.1667	7.0519	1.2875
6-10 years	35.5500	6.1057	0.9654
11-15 years	34.1905	8.6291	1.8830
16 or more years	36.1765	6.2884	1.0784

The number of management functions performed by teachers did not significantly vary by the size of the school. The largest number of functions (37) were performed by teachers in schools which had an enrollment of 201-450 students. Table 12 gives the summary of this grouping.

The number of management functions performed by teachers was not significantly different by the number of class preparations per day. In fact, those teachers who had the most classroom preparations (6) also performed the most management functions. The data for classroom preparations is in Table 13.

Table 12

Analysis of Variance Summary Table of Number of Management Functions Performed by Teachers When Grouped by School's Enrollment

Source of Variation	df	SS	MS	F-ratio
Between groups	5	315.3636	63.0727	1.319*
Within groups	126	6023.2585	47.8036	
TOTAL	131	6338.6211		

*Not significant

Group	Mean	SD	SE
0-100 students	33.2308	8.3182	2.3070
101-150 students	36.0714	5.4977	1.4693
151-200 students	33.4375	5.6565	1.4141
201-450 students	37.0811	6.6890	1.0997
451-900 students	34.6111	5.6790	1.3386
901 or more students	33.7059	8.0924	1.3878

Table 13

Analysis of Variance Summary Table of Number of Management Functions Performed by Teachers When Grouped by Number of Class Preparations Per Day

Source of Variation	df	SS	MS	F-ratio
Between groups	5	108.1160	21.6232	0.427*
Within groups	120	6076.6953	50.6391	
TOTAL	125	6184.8086		

*Not significant

Table 13 (Continued)

Group	Mean	SD	SE
1 class preparation per day	34.6250	5.8294	2.0610
2 class preparations per day	32.2727	9.9608	3.0033
3 class preparations per day	35.0370	7.7035	1.4825
4 class preparations per day	35.4583	5.9343	1.2113
5 class preparations per day	34.7174	6.8724	1.0133
6 class preparations per day	36.4000	6.3979	2.0232

Educational background was the only factor which significantly affected the number of management functions which teachers perform. As educational level increased, so did the number of management functions. Table 14 displays this significant difference.

Table 14

Analysis of Variance Summary Table of Number of Management Functions Performed by Teachers When Grouped by Educational Level

Source of Variation	df	SS	MS	F-ratio
Between groups	4	468.1732	117.0433	2.496*
Within groups	122	5719.9956	46.8852	
TOTAL	126	6188.1680		

*Significant at the .05 level

Group	Mean**	SD	SE
B.S.	32.6500	9.0860	2.0317
B.S. plus 15 hours	33.6596	7.4258	1.0832
M.S.	36.4583	5.6873	1.1609
M.S. plus 15 hours	36.5000	4.3148	1.0170
Other	34.4444	5.7109	1.3461

**No significant differences found between means

Four hypotheses refer directly to the number of management functions performed by the teachers sampled.

Hypothesis 1. There are no significant differences in the selected management functions which are performed by Kansas secondary vocational teachers when teachers are grouped by years of teaching experience. This hypothesis was retained.

Hypothesis 2. There are no significant differences in the selected management functions which are performed by Kansas secondary vocational teachers when teachers are grouped by their school's enrollment. This hypothesis was retained.

Hypothesis 3. There are no significant differences in the selected management functions which are performed by Kansas secondary vocational teachers when teachers are grouped by their number of class preparations per day. This hypothesis was retained.

Hypothesis 4. There are no significant differences in the selected management functions which are performed by Kansas secondary vocational teachers when teachers are grouped by educational level. This hypothesis was rejected.

MANAGEMENT COMPETENCE LEVEL

To obtain information relating to the self-perceived competence level of the selected management functions of the secondary vocational teachers, the respondents were asked to rate their competence level on each of the 43 management functions using a five point Likert type scale.

The teacher's self-perceived competence level for the management functions are reported in Tables 15 to 18. The analysis of variance was used to test the hypotheses relating to differences in these competence

levels by teaching experience, school's enrollment, class preparations per day and the teacher's educational level. The .05 level of significance was established for rejection or retention of the stated null hypothesis.

Teachers when grouped by years of teaching experience did not vary significantly in their self-perceived competence level. In fact, as teachers taught longer their self-perceived competence mean was lower, as illustrated in Table 15.

Table 15

Analysis of Variance Summary Table of Competence Level of Management Functions Performed by Teachers When Grouped by Years of Teaching Experience

Source of Variation	df	SS	MS	F-ratio
Between groups	4	1.1842	0.2960	1.048*
Within groups	122	34.4730	0.2826	
TOTAL	126	35.6572		

*Not significant

Group	Mean	SD	SE
1 year	3.3590	0.1131	0.0800
2-5 years	3.5462	0.4926	0.0899
6-10 years	3.7483	0.5346	0.0845
11-15 years	3.7673	0.3705	0.0809
16 or more years	3.6176	0.6403	0.1098

As reported in Table 16, the school's enrollment did make a significant difference in the teacher's self-perceived competence level. Teachers in schools with 901 or more students had a higher self-perceived

competence level than teachers who taught in a school of 100 or less students. As school's enrollment increased, the teacher's competence level also increased.

Table 16

Analysis Variance Summary Table of Competence Level of Management Functions Performed by Teachers When Grouped by School's Enrollment

Source of Variation	df	SS	MS	F-ratio
Between groups	5	3.0883	0.6177	2.302*
Within groups	126	33.8071	0.2683	
TOTAL	131	36.8954		

*Significant at the .05 level

Group	Mean**	SD	SE
0-100 students	3.3907	0.4750	0.1317
101-150 students	3.5542	0.4470	0.1195
151-200 students	3.5946	0.5499	0.1375
201-450 students	3.6086	0.4485	0.0737
451-900 students	3.7418	0.7949	0.1874
901 or more students	3.8844	0.4257	0.0730

**No significant differences found between means

Respondents were asked to indicate the number of class preparations per day. There were significant differences between the number of classroom preparations and the competence level of the teachers. Teachers with fewer classroom preparations did rank themselves higher on the competence scale than those with six class preparations per day. The lowest average was for those teachers who had four classroom preparations per day as presented in Table 17.

Table 17

Analysis Variance Summary Table of Competence Level of Management Functions Performed by Teachers When Grouped by Class Preparations Per Day

Source of Variation	df	SS	MS	F-ratio
Between groups	5	0.9774	0.1955	0.662*
Within groups	120	35.4174	0.2951	
TOTAL	125	36.3948		

*Not significant

Group	Mean	SD	SE
1 class preparation per day	3.8765	0.5671	0.2005
2 class preparations per day	3.8150	0.4115	0.1241
3 class preparations per day	3.7061	0.4840	0.0931
4 class preparations per day	3.5811	0.7341	0.1499
5 class preparations per day	3.6066	0.4797	0.0707
6 class preparations per day	3.6512	0.5408	0.1710

Table 18 summarizes the competence level of the management functions when teachers are grouped by educational level. There is a significant difference between the educational and self-perceived competence level, as when the educational level of teachers increased, the self-perceived competence level also increased.

Hypotheses 5 to 8 refer to the self-perceived competence level of the management functions performed by the respondents.

Hypothesis 5. There are no significant differences in the self-perceived competence level of selected management functions as expressed by Kansas secondary vocational teachers when teachers are grouped by

Table 18

Analysis of Variance Summary Table of Competence Level of Management Functions Performed by Teachers When Grouped by Educational Level

Source of Variation	df	SS	MS	F-ratio
Between groups	4	0.3070	0.8267	3.038*
Within groups	122	33.2012	0.2721	
TOTAL	126	36.5081		

*Significant at the .05 level

Group	Mean**	SD	SE
B.S.	3.4744	0.4508	0.1008
B.S. plus 15 hours	3.5361	0.6444	0.0940
M.S.	3.7626	0.3721	0.0760
M.S. plus 15 hours	3.8949	0.4528	0.1067
Other	3.8505	0.4583	0.1080

**No significant differences found between means

years of teaching experience. This hypothesis was retained.

Hypothesis 6. There are no significant differences in the self-perceived competence level of selected management functions as expressed by Kansas secondary vocational teachers when teachers are grouped by their school's enrollment. This hypothesis was rejected.

Hypothesis 7. There are no significant differences in the self-perceived competence level of selected management functions as expressed by Kansas secondary vocational teachers when teachers are grouped by number of class preparations per day. This hypothesis was retained.

Hypothesis 8. There are no significant differences in the self-perceived competence level of selected management functions as expressed

by Kansas secondary vocational teachers when teachers are grouped by educational level. This hypothesis was rejected.

TIME COMMITMENT OF MANAGEMENT FUNCTIONS

To provide information relating to the time commitment of the management functions performed by the secondary vocational teachers, the respondents were asked to rate their time commitment on each of the 43 management functions using a five point Likert scale.

Time commitment levels for the management functions are reported in Tables 19 to 22. The analysis of variance was used to test the hypotheses relating to differences in these competence levels by teaching experience, school's enrollment, class preparations per day and the teacher's educational level. The .05 level of significance was established for rejection or retention of the stated null hypothesis.

The respondents rated their time commitment of the management functions. There were no significant differences in the time commitment of the management functions when the teachers were grouped by years of teaching experience. In fact, the time commitment of the management functions increased with years of teaching experience as shown in Table 19.

Table 19

Analysis of Variance Summary Table of Time Commitment of Management Functions Performed by Teachers When Grouped by Years of Teaching Experience

Source of Variation	df	SS	MS	F-ratio
Between groups	4	0.2135	0.0534	0.167*
Within groups	122	38.9782	0.3195	
TOTAL	126	39.1917		

*Not significant

Table 19 (Continued)

Group	Mean	SD	SE
1 year	2.7723	0.0918	0.0649
2-5 years	2.8935	0.5303	0.0968
6-10 years	2.9740	0.4916	0.0777
11-15 years	2.9738	0.6092	0.1329
16 or more years	2.9741	0.6506	0.1116

The school's size did not make a significant difference in the teacher's time commitment for management functions. The highest time commitment mean (3.0612) was for the teachers who taught in the schools with 201-450 students. This information is included in Table 20.

Table 20

Analysis of Variance Summary Table of Time Commitment of Management Functions Performed by Teachers When Grouped by School's Enrollment

Source of Variation	df	SS	MS	F-ratio
Between groups	5	1.7619	0.3524	0.962*
Within groups	126	46.1560	0.3663	
TOTAL	131	47.9178		

*Not significant

Group	Mean	SD	SE
0-100 students	2.8549	0.5682	0.1576
101-150 students	2.8206	0.4522	0.1209
151-200 students	2.7002	0.3602	0.0900
201-450 students	3.0612	0.5485	0.0902
451-900 students	2.9712	0.6926	0.1633
901 or more students	2.9458	0.7526	0.1291

Table 21 gives a summary of the respondents answers to the time commitment of the management functions relating to the number of class preparations per day. Referring to class preparations, there were no significant differences, although teachers with more class preparations spent less time on the management functions.

Table 21

Analysis of Variance Summary Table of Time Commitment of Management Functions Performed by Teachers When Grouped by Number of Class Preparations Per Day

Source of Variation	df	SS	MS	F-ratio
Between groups	5	1.9260	0.3852	1.012*
Within groups	120	45.6761	0.3806	
TOTAL	125	47.6021		

*Not significant

Group	Mean	SD	SE
1 class preparation per day	3.2730	0.5104	0.1805
2 class preparations per day	3.0119	0.5863	0.1768
3 class preparations per day	3.0097	0.6028	0.1160
4 class preparations per day	2.9702	0.6260	0.1278
5 class preparations per day	2.8274	0.6596	0.0973
6 class preparations per day	2.7821	0.5137	0.1625

Educational background does not make a significant difference on the time commitment of the teachers in their performance of the management functions. Even as the educational level of teachers increased, the time spent on management functions remained fairly constant, as shown in Table 22.

Table 22

Analysis of Variance Summary Table of Time Commitment of Management Functions Performed by Teachers When Grouped by Educational Level

Source of Variation	df	SS	MS	F-ratio
Between groups	4	0.9314	0.2329	0.609*
Within groups	122	46.6737	0.3826	
TOTAL	126	47.6051		

*Not significant

Group	Mean	SD	SE
B.S.	2.9268	0.4318	0.0965
B.S. plus 15 hours	2.8342	0.7633	0.1113
M.S.	2.9990	0.5426	0.1108
M.S. plus 15 hours	2.9830	0.5398	0.1272
Other	3.0669	0.5207	0.1227

Time commitment of management functions does not differ significantly by teaching experience, school's enrollment, number of class preparations or teacher's educational background. Hypotheses 9 to 12 refer to the time commitment of the teachers when performing the selected management functions.

Hypothesis 9. There are no significant differences in the time commitment for selected management functions of Kansas secondary vocational teachers when teachers are grouped by years of teaching experience. This hypothesis was retained.

Hypothesis 10. There are no significant differences in the time commitment for selected management functions of Kansas secondary vocational teachers when teachers are grouped by their school's enrollment.

This hypothesis was retained.

Hypothesis 11. There are no significant differences in the time commitment for selected management functions of Kansas secondary vocational teachers when teachers are grouped by number of class preparations per day. This hypothesis was retained.

Hypothesis 12. There are no significant differences in the time commitment for selected management functions of Kansas secondary vocational teachers when teachers are grouped by educational level. This hypothesis was retained.

MANAGEMENT FUNCTIONS AND THE NEED FOR ADDITIONAL TRAINING

As a part of the questionnaire the secondary vocational teachers were asked to rate on a 5 point Likert scale their need for more training and/or information relating to the 43 management functions.

The need for training levels for the management functions are compiled in Tables 23-26. The analysis of variance was used to test the hypotheses relating to differences in these competency levels by teaching experience, school's enrollment, class preparations per day and the teacher's educational level. The .05 level of significance was established for rejection or retention of stated null hypothesis.

The teachers were asked to rate the areas where they would like additional help or training and are grouped by teaching experience in Table 23. There were no significant differences between the need for help for teachers who had taught for two years (2.6416) and for those who had been teaching for sixteen years or more (2.4299).

Neither enrollment of the school, or number of class preparations was a significant factor for teachers relative to the need for additional

help, as given in Tables 24 and 25.

Table 23

Analysis of Variance Summary Table of Need for Help or Additional Information of Management Functions Performed by Teachers When Grouped by Years of Teaching Experience

Source of Variation	df	SS	MS	F-ratio
Between groups	4	0.7905	0.1976	0.279*
Within groups	122	86.3328	0.7076	
TOTAL	126	87.1233		

*Not significant

Group	Mean	SD	SE
1 year	2.4674	0.5230	0.3698
2-5 years	2.6416	0.9705	0.1772
6-10 years	2.5793	0.7652	0.1210
11-15 years	2.5540	0.8323	0.1816
16 or more	2.4299	0.8174	0.1402

Table 24

Analysis of Variance Summary Table of Need for Help or Additional Information of Management Functions Performed by Teachers When Grouped by School's Enrollment

Source of Variation	df	SS	MS	F-ratio
Between groups	5	2.5826	0.5165	0.659*
Within groups	126	98.8309	0.7844	
TOTAL	131	101.4135		

*Not significant

Table 24 (Continued)

Group	Mean	SD	SE
0-100 students	2.4841	1.0609	0.2943
101-150 students	2.6363	1.0365	0.2770
151-200 students	2.5377	0.5742	0.1435
201-450 students	2.6570	0.7801	0.1282
451-900 students	2.2782	0.9175	0.2163
901 or more students	2.3788	0.9565	0.1640

Table 25

Analysis of Variance Summary Table of Need for Help or Additional Information of Management Functions Performed by Teachers When Grouped by Number of Class Preparations Per Day

Source of Variation	df	SS	MS	F-ratio
Between groups	5	1.3310	0.2662	0.334*
Within groups	120	95.6444	0.7970	
TOTAL	125	96.9754		

*Not significant

Group	Mean	SD	SE
1 class preparation per day	2.4620	1.3265	0.4690
2 class preparations per day	2.6285	0.9179	0.2767
3 class preparations per day	2.6786	0.8115	0.1562
4 class preparations per day	2.4574	0.7947	0.1622
5 class preparations per day	2.4424	0.9427	0.1390
6 class preparations per day	2.4032	0.6022	0.1904

Table 26 shows that the teacher's educational background did not significantly affect the teacher's need for additional help or training. The teachers with a Masters reflected a higher need for help (2.6147) than those teachers with a Bachelors plus 15 hours (2.4033). The highest need of help was by the group of teachers with a Bachelors (2.8233).

Table 26

Analysis of Variance Summary Table of Need for Help or Additional Information of Management Functions Performed by Teachers When Grouped by Educational Level

Source of Variation	df	SS	MS	F-ratio
Between groups	4	3.7716	0.9429	1.227*
Within groups	122	93.7806	0.7687	
TOTAL	126	97.5522		

*Not significant

Group	Mean	SD	SE
B.S.	2.8233	0.9395	0.2101
B.S. plus 15 hours	2.4033	0.9654	0.1408
M.S.	2.6147	0.7104	0.1450
M.S. plus 15 hours	2.2813	0.7982	0.1881
Other	2.5740	0.8296	0.1955

Four of the hypotheses refer to the need for additional training column on the questionnaire.

Hypothesis 13. There are no significant differences in the need for help or additional information of the selected management functions of Kansas secondary vocational education teachers when teachers are grouped by years of teaching experience. This hypothesis was retained.

Hypothesis 14. There are no significant differences in the need for help or additional information of the selected management functions of Kansas secondary vocational education teachers when teachers are grouped by their school's enrollment. This hypothesis was retained.

Hypothesis 15. There are no significant differences in the need for help or additional information of the selected management functions of Kansas secondary vocational teachers when teachers are grouped by their number of class preparations per day. This hypothesis was retained.

Hypothesis 16. There are no significant differences in the need for help or additional information of the selected management functions of Kansas secondary vocational education teachers when the teachers are grouped by their educational level. This hypothesis was retained.

CORRELATION OF COMPETENCE LEVEL, TIME COMMITMENT AND NEED FOR TRAINING

The Pearson Coefficient of Correlation Test was used to test the correlation between the three factors: competence level, time commitment and the need for training. There was a positive significant relationship between the time commitment and the competence level of the management functions. The management functions in which the teachers had a high self-perceived competence level were also management functions which were rated as high time commitment management functions. Teachers wanted more help or training concerning the management functions which required the highest amount of time, as there was a positive significant relationship between the management functions which had a high level of time commitment and the management functions in which teachers wanted training. There was a negative not significant relationship between the

need for training and the self-perceived competence level of teachers in this study. A summary of these correlations is charted in Table 27.

Table 27

Summary of Correlations Between Competence Level, Time Commitment and Need for Training

	Time Commitment	Competence Level	Need for Training
Time Commitment	----	.2642 P = 0.002 [a]	.4219 P = .000 [b]
Competence Level	.2642 P = .002 [a]	----	-.1420 P = 0.104 [c]
Need for Training	.4219 P = .000 [b]	-.1420 P = 0.104 [c]	----

[a] Significant positive correlation
[b] Significant positive correlation
[c] Not significant negative correlation

MANAGEMENT CLUSTERS

In the questionnaire the management functions were grouped by the researcher in clusters of technical skills (management functions 1 to 11), human skills (management functions 12 to 33) and conceptual skills (management functions 34 to 43). The t-test was used to test which of the three clusters averaged the highest for teachers in relation to the competence level, time commitment and the need for study. The human cluster of management functions had the highest average in all areas of competence, time commitment and need for training, followed by the technical cluster and lastly, the conceptual cluster. These management clusters are summarized in Table 28.

Table 28

Means of Management Clusters

	Self-Perceived Competence	Time Commitment	Need for Training
Technical	36.6515*	30.5303*	22.8333*
Human	64.1970*	50.6212*	44.0530*
Conceptual	27.5606*	21.7652*	20.3485*

*Significant

Item 44 of the questionnaire was an open ended question and asked teachers what department functions, other than teaching, were most demanding of their time. Frequently reported were student organizations, extra curricular activities and filling out reports. Nearly one-half of the teachers (43%) spent six to ten hours per week in addition to teaching classes and class preparation period in management functions, as shown on Table 29.

Table 29

Number of Hours Per Week Spent in Management Functions by Vocational Teachers in Addition to Teaching Classes and Class Preparation Periods

Hours	Number of Teachers	Percentage of Teachers
No additional hours	1	1
1-5 hours	37	28
6-10 hours	57	43
11 or more hours	33	25
No response	4	3
TOTAL	132	100

As a last question on Part II, the respondents were asked how they would like to receive additional training. The State Vocational Education Department staff added this question when the researcher met with them. The respondents could select more than one method, and were fairly equally distributed between local, state, and college in-service help. On Table 30 the means of in-service training are listed.

Table 30

Methods of In-Service Training Selected by Teachers

Method of Training*	Number of Teachers	Percentage of Teachers
State Department In-Service Training	56	42.4
Local In-Service Training	60	45.5
College In-Service Training	64	48.5
Newsletter	40	30.3
Other	22	16.7

*Teachers could select more than one.

SUMMARY

This study was designed to determine the management functions in relation to competence level, time commitment and need for study of vocational teachers who had been teaching at the secondary level in Kansas for one or more years. Data was collected and analyzed from 132 vocational secondary teachers in the service areas of agriculture, business, distributive education, home economics and trades and industry. Table 31 summarizes and ranks the management functions in relation to mean scores of competence, time commitment and need for training.

Table 31

Means and Ranks of Management Functions Performed by Kansas Vocational Secondary Teachers Relative to Self-Perceived Competence Level, Time Commitment and Need for Training

Management Function	Self-Perceived Competence Level		Time Commitment		Need for Training	
	Mean	Rank	Mean	Rank	Mean	Rank
1. Project instructional resource needs	3.660	23	3.069	18	2.790	11
2. Manage your budgeting responsibilities	3.837	12	3.091	13	2.540	24
3. Arrange for improvement of your vocational facilities	3.631	25	2.982	21	2.617	19
4. Maintain a filing system	3.563	28	3.040	19	2.556	22
5. Organize and maintain vocational laboratory	3.759	17	3.411	7	2.477	27
6. Requisition of supplies and equipment	4.038	6	3.016	20	2.072	40
7. Bid specifications for equipment and supplies	3.378	36	2.598	34	2.333	34
8. Read and answer correspondence	3.794	15	3.130	11	1.893	42
9. Organize and maintain a vocational classroom	4.236	1	4.040	1	2.524	25
10. Manage equipment and supplies	4.127	3	3.696	3	2.410	32
11. Manage your reporting responsibilities	3.584	27	3.072	17	2.593	20
12. Develop training stations	3.429	34	3.080	16	2.840	9
13. Organize and maintain an advisory committee	3.105	40	2.473	38	2.865	8
14. Provide for student safety/first aid needs	3.643	24	2.711	32	2.549	23
15. Assist students in developing self-discipline	3.688	21	3.488	4	2.984	4

Table 31 (Continued)

Management Function	Self-Perceived Competence Level		Time Commitment		Need for Training	
	Mean	Rank	Mean	Rank	Mean	Rank
16. Use student conferences to meet students' needs	3.748	19	3.082	15	2.667	16
17. Recruitment of students for classes	3.523	30	2.838	28	2.868	7
18. Advise students in career opportunities and employment	3.693	20	3.094	12	2.680	15
19. Coordinate with guidance counselor the advisement of students in career opportunities	3.663	22	2.663	33	2.323	35
20. Keep public informed of program through news media	3.486	31	2.774	30	2.698	13
21. Keep Board of Education informed of program goals	3.443	33	2.561	36	2.432	28
22. Use members of community in classes	3.832	13	2.872	26	2.274	36
23. Classroom discipline	4.100	4	3.414	6	2.520	26
24. Preparation of disciplinary reports	3.755	18	2.094	40	1.905	41
25. Coordinate activities of special needs students	3.115	39	2.811	29	3.063	3
26. Keep up to date professionally	3.890	11	3.268	8	2.734	12
27. Coordinate staff--professional and non-professional	3.302	37	2.731	31	2.259	38
28. Maintain legislative contacts	2.400	42	2.063	41	2.924	5
29. Delegate responsibility	3.771	16	2.897	25	2.411	31
30. Make and receive phone calls	4.163	2	2.953	24	1.690	43

Table 31 (Continued)

Management Function	Self-Perceived Competence Level		Time Commitment		Need for Training	
	Mean	Rank	Mean	Rank	Mean	Rank
31. Establish and maintain a student vocational organization	3.930	8	3.894	2	2.795	10
32. Speak before community groups	3.425	35	2.314	39	2.424	29
33. Cooperate with businesses	3.928	9	2.982	21	2.269	37
34. Develop program goals and objectives	3.900	10	3.258	9	2.664	17
35. Develop a course of study	3.992	7	3.488	5	2.645	18
36. Develop long-range program plans	3.527	29	2.963	23	2.909	6
37. Conduct a student follow-up study	3.457	32	2.527	37	2.344	33
38. Evaluate your vocational program	3.629	26	2.870	27	2.687	14
39. Develop short-term program plans	3.832	13	3.152	10	2.589	21
40. Prioritize daily activities in order of importance	4.060	5	3.088	14	2.184	39
41. Prepare yearly calendar of public relations activities	3.278	38	2.577	35	2.412	30
42. Write grant proposals	1.878	43	1.612	43	3.340	1
43. Understand legal rights of teachers	2.806	41	1.821	42	3.146	2

Sixteen hypotheses were tested to determine the management functions of teachers relative to competence level, time commitment and need for training and information. The hypotheses were tested to identify factors of significant differences in selected management functions. They were teaching experience, school's enrollment, number of classroom preparations per day and educational background of the teacher.

The sixteen hypotheses were:

Hypothesis 1. There are no significant differences in the selected management functions which are performed by Kansas secondary vocational teachers when teachers are grouped by years of teaching experience. This hypothesis was retained.

Hypothesis 2. There are no significant differences in the selected management functions which are performed by Kansas secondary vocational teachers when teachers are grouped by their school's enrollment. This hypothesis was retained.

Hypothesis 3. There are no significant differences in the selected management functions which are performed by Kansas secondary vocational teachers when teachers are grouped by their number of class preparations per day. This hypothesis was retained.

Hypothesis 4. There are no significant differences in the selected management functions which are performed by Kansas secondary vocational teachers when teachers are grouped by educational level. This hypothesis was rejected. As the educational level of teachers increased, the number of management functions increased also.

Hypothesis 5. There are no significant differences in the self-perceived competence level of selected management functions as expressed by Kansas secondary vocational teachers when teachers are grouped by

years of teaching experience. This hypothesis was retained.

Hypothesis 6. There are no significant differences in the self-perceived competence level of selected management functions as expressed by Kansas secondary vocational teachers when teachers are grouped by their school's enrollment. This hypothesis was rejected. The larger the size of the school, the higher the self-perceived competence level of the teacher was for the management functions.

Hypothesis 7. There are no significant differences in the self-perceived competence level of selected management functions as expressed by Kansas secondary vocational teachers when teachers are grouped by number of class preparations per day. This hypothesis was retained.

Hypothesis 8. There are no significant differences in the self-perceived competence level of selected management functions as expressed by Kansas secondary vocational teachers when teachers are grouped by educational level. This hypothesis was rejected, as when the educational level of the teacher increased, the level of self-perceived competence increased also.

Hypothesis 9. There are no significant differences in the time commitment for selected management functions of Kansas secondary vocational teachers when teachers are grouped by years of teaching experience. This hypothesis was retained.

Hypothesis 10. There are no significant differences in the time commitment for selected management functions of Kansas secondary vocational teachers when teachers are grouped by their school's enrollment. This hypothesis was retained.

Hypothesis 11. There are no significant differences in the time commitment for selected management functions of Kansas secondary

vocational teachers when teachers are grouped by number of class preparations per day. This hypothesis was retained.

Hypothesis 12. There are no significant differences in the time commitment for selected management functions of Kansas secondary vocational teachers when teachers are grouped by educational level. This hypothesis was retained.

Hypothesis 13. There are no significant differences in the need for help or additional information of the selected management functions of Kansas secondary vocational education teachers when teachers are grouped by years of teaching experience. This hypothesis was retained.

Hypothesis 14. There are no significant differences in the need for help or additional information of the selected management functions of Kansas secondary vocational education teachers when teachers are grouped by their school's enrollment. This hypothesis was retained.

Hypothesis 15. There are no significant differences in the need for help or additional information of the selected management functions of Kansas secondary vocational teachers when teachers are grouped by their number of class preparations per day. This hypothesis was retained.

Hypothesis 16. There are no significant differences in the need for help or additional information of the selected management functions of Kansas secondary vocational education teachers when the teachers are grouped by their educational level. This hypothesis was retained.

Chapter 5

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

SUMMARY

This study was designed to provide detailed research data on the management functions of Kansas secondary vocational teachers, relative to their self-perceived competence, time commitment and need for more training in the selected management functions. It was anticipated that this study would assist teacher educators and the state vocational education department staff in designing and implementing pre-service and in-service educational programs for secondary vocational teachers in the service areas of agriculture, business, distributive education, home economics and trades and industry.

The research was designed to help answer these questions: Which management functions are common to the vocational secondary teachers? Which management functions require above average time commitment? Which management functions do teachers perceive as having a high competence level? In which management areas would the teachers like more help? Is there any correlation between time commitment, competence level and need for training of the selected management functions? Do the number of class preparations per day, school size, teacher's educational background and teaching experience make a significant difference in the teacher's competence level, time commitment and the need for training in the selected management functions?

The problem under investigation in this study was to research the management functions of Kansas secondary vocational teachers relative to self-perceived competence level, time commitment and the management functions in which there was a need by the teachers for further training. Teachers with one year or more of teaching experience in the service areas of agriculture, business, distributive education, home economics and trades and industry were included in the study. Four factors provided the central emphasis of this study:

1. Identification of the selected management functions performed by Kansas secondary vocational teachers;

2. Identification of the self-perceived competence level of the selected management functions of Kansas secondary vocational teachers;

3. Identification of the time commitment for the selected management functions of Kansas secondary vocational teachers;

4. Identification of the need for help or additional training in the selected management functions of Kansas secondary vocational teachers.

An instrument was developed to investigate the problems related to this study. The instrument consisted of two parts. The first part consisted of a list of forty-three management functions. A five-point Likert type scale was used to allow respondents to indicate (1) which management functions they performed, (2) their self-perceived competence level, (3) their time commitment of the management function, and (4) their need for additional training and help with the management function. The second part of the instrument was the general demographic information of the respondents.

Regarding the data collection, Kansas secondary vocational teachers

with one or more years of teaching experience in the areas of agriculture, business, distributive education, home economics and trades and industry served as the group for the research investigation. Instruments were mailed to 200 teachers in Kansas. A total of 134 (67%) of the questionnaires were returned and 132 of these questionnaires provided the data for this study.

The demographic data was reported as frequencies, percentages and totals. The analysis of variance statistical technique was used to determine whether significant differences existed in the management functions performed, self-perceived competence, time commitment and the need for training of the teachers when considering the four factors: teaching experience, size of school, classroom preparations and teacher's educational level. If a statistical difference existed at the .05 level, the Scheffe test was used to determine which groups differed. The t-test was used to test significant differences between the management clusters. A correlation was made between the three scales- competence level, time commitment and need for training. Also ranking tables were constructed for the competence level, time commitment and need for training.

A profile of the teacher responding to this questionnaire could be summarized as a teacher with a Bachelor's degree plus 15 hours, teaching six to ten years in a school of either 201 to 450 student enrollment or a school with an enrollment over 901 students. The teacher would be in a one-teacher service area department with five class preparations per day. The average size of the class would be fifteen students or less.

In this study there were significant differences in a number of the stated hypotheses. The educational level of the respondents did determine the number of the forty-three management functions which they performed

as more of the functions were performed by teachers with a higher educational level. The self-perceived competence of the management functions was significant in two areas--school enrollment and educational level of the teachers. As the size of the school's enrollment increased, the self-perceived competence level increased. Educational level was also significant with the self-perceived competence level of the management function increasing with more education. There were no significant differences in self-perceived competence level when teachers were grouped by class preparations per day and teaching experience. The years of teaching experience of the teachers and the number of class preparations were not significant in relation to management functions performed, self-perceived competence level, time commitment or need for training. There was a significant positive correlation between the self-perceived competence level of teachers' management functions in this study and their need for additional training. Also a significant positive correlation occurred between time commitment and competence level of the management functions of the teachers.

IMPLICATIONS

As pre-service and in-service education is planned for teachers, a number of factors need to be considered.

The first factor is the number of teachers in a service area department. Fifty percent of the respondents in this study were in one-teacher service area departments. This has implications for in-service training plans, as many teachers may not be able to participate in additional training during the school day. One-third of the teachers had five class preparations per day. As many of the respondents directed

student organizations such as FFA and FHA; they may also have after school or evening responsibilities.

Time is also a factor with the teachers surveyed. Respondents spend time outside the school day as over two-thirds (90) of the teachers spent six or more hours each week in addition to responsibilities during the school day. Approximately 24 per cent (33) of the teachers spent eleven hours or more a week in addition to teaching classes and the class preparation period. Much of this time was spent with student groups such as FFA and FHA.

An additional factor to consider in planning in-service education is the school size. There is a diversity in the size of the schools in which the teachers are teaching, with one-fourth of the respondents in schools of 201 to 450 students and another one-fourth in schools with an enrollment over 901 students. School size has implication in methods of meeting the in-service needs of teachers who teach in both large and small school districts.

With the variables--number of teachers in service area departments, the time commitment of teachers to student activities, and size of schools--the in-service training for teachers needs to be planned around different models. These different models are necessary to meet the diversity of Kansas secondary vocational teachers. For example, teachers in larger schools could have in-service meetings during the late afternoon or evening hours. For teachers in smaller schools, with many evening activities, short workshops in the summer could meet their in-service needs.

With declining enrollments and tighter budgets it will be necessary for Kansas vocational teachers to evaluate their management skills and

their role as managers. Teachers need to consider themselves as managers, and be motivated to learn or improve management skills. Katz's study of management skills included the technical, human and conceptual skills. The teachers in this study had the highest mean average in human skills, then technical skills and lastly, conceptual skills. Relating this to business, mid-management personnel are ranked highest in human skills, as were the respondents in this study. Top-management business personnel demonstrate skill in the conceptual area. Teachers as they move into administrative or top management will need to have conceptual skills developed through some form of in-service education. It should also be questioned whether teachers with strengths in human and technical areas can perform effectively in top management where conceptual skills are a high priority unless they evaluate their management skills and up-grade them if necessary.

Program planners need to consider building on the strengths of Kansas vocational teachers when planning in-service education which will motivate teachers to participate. According to this study, teachers want to learn more about the management areas where they rated themselves as being the most competent. Many of these management areas were also the areas where they spent the most time.

Educational background does make a significant difference in the number of management functions performed and the teacher's self-perceived competence level of the management functions. The number of years of teaching experience does not significantly increase management competence according to this research study. This implies that a teacher develops a management style and alters very little during the years of teaching. This factor should be considered in pre-service education.

There were a number of management functions in which the teachers rated themselves as low in competence and identified a need for more training. These areas include writing grant proposals, maintaining legislative contacts, understanding legal rights of teachers, coordination of activities of special needs students, organizing and maintaining an advisory committee and development of training stations. These areas could be low in competence because teachers have not concentrated in these areas because of other priorities. These could be areas of concentration for both pre-service and in-service education.

Teachers continually want help with student discipline. The respondents in this study were no exception, as the management function of assisting students in developing self-discipline was rated as a high time commitment area and also an area where there was a need for further training.

The management functions which took a high time commitment are management areas which could be emphasized in pre-service and in-service education. These included organization and maintenance of a vocational classroom, establishment and maintenance of a student vocational organization and management of equipment and supplies.

All in all, Kansas vocational teachers had an above average self-perceived competence level and a high time commitment in the management functions of classroom maintenance and working with student organizations. The teachers would like additional help in the area of writing proposals, understanding legal rights of teachers and coordinating activities of special needs students. The methods in which the teachers preferred in-service education or training were fairly equally divided among State Department, local and college in-service training.

In this study Kansas secondary vocational teachers designated their areas of competence, time commitment and need for training of the selected management functions. This research is now an agenda for action. The action needs to come from a planned cooperation of the state vocational education department staff, college teacher educators and state service area organizations. These groups had input into the planning of this study and now need to use the study to plan both pre-service and in-service education in the management area for the Kansas teachers.

RECOMMENDATIONS

1. Teacher educators of secondary vocational education teachers should include all of the forty-three selected management functions used in this research in the teacher education programs.

2. Teacher educators and state vocational education staff should initiate in-service education programs for the development of management competencies in those management functions which teachers rated highest on the need for training scale.

3. In-service education should be planned for Kansas vocational education teachers in the areas of management where there was a high competence level, a high time commitment, and a high need for training.

4. The conceptual skills of teachers should be evaluated and upgraded if they are handling administrative responsibilities.

5. As accountability in education becomes increasingly more important, management competencies should be emphasized in both pre-service and in-service education.

6. There are common management functions which could be included in pre-service and/or in-service education for all vocational service areas.

RECOMMENDATIONS FOR FURTHER RESEARCH

1. Using this research instrument, a study in another state of the vocational education teachers would differentiate unique characteristics of Kansas secondary vocational education teachers.

2. A similar study should be made with non-vocational teachers to determine if there are significant differences in management functions between non-vocational and vocational secondary education teachers.

3. This study should be replicated with smaller divisions in the school size groups of 201 to 450 students and the 901 and over students.

4. A study should be made by questionnaire to administrators to research how they perceive the management competencies of vocational education teachers.

5. Research should be conducted to investigate the relationship of management competencies and the success of teachers.

6. A comparison of the time commitment per week in addition to the classroom teaching and class preparation period of elementary, middle school, high school and post-high school should be investigated.

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APPENDIXES

A. COVER LETTER AND QUESTIONNAIRE

Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

September 14, 1981

Dear Vocational Teacher:

We need your help. Please take a coffee break and identify your management functions as a secondary vocational education teacher. Many cups of coffee were consumed as this survey was developed and we would appreciate your time in completing the enclosed survey. Your information will receive complete confidentiality, as your responses will be reported only as group data. You are assigned a code number for mailing purposes only.

The results of this study will be made available to vocational education teachers during the coming year at state meetings and through newsletters. You may receive a summary of the results by writing "Copy of Results Requested" on the back of the return envelope and printing your name and address below it.

I would be most happy to answer any questions you might have. Please write or call. The telephone number is 316-283-6860 (home) or 316-283-2500 (office).

Please complete the survey within the next seven days and return it in the enclosed postage paid envelope. Many thanks to you for taking your time to help the vocational education program in the state of Kansas.

Sincerely,

Dean Prochaska

Dean Prochaska, Director
Vocational Education Administration

Marjorie H. Warta

Marjorie Hamon Warta
Project Coordinator

MHW:rn

Enclosures

A SURVEY OF THE MANAGEMENT FUNCTIONS OF SECONDARY VOCATIONAL TEACHERS IN KANSAS

"This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help the survey administrators find answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results."

INSTRUCTIONS

This questionnaire lists management functions which relate to the work of secondary vocational teachers. Carefully read each of the management functions and place a check mark on the line to the left of each function if done in your present job.

After checking all the functions which you perform, rate only the functions you have checked in the appropriate columns of competence, time commitment, and need for training. You are first asked to answer all of the competence column, then the time commitment column, and finally the need for training column. Please circle only one number for each statement in each column.

COMPETENCE COLUMN

Your choice of numbers indicates your feelings about how competent you are in these areas relating to management.

The following rating scale is to be used for ranking.

5 - Very confident in this area, great deal of competence
4 - Much competence in this area
3 - Some competence in this area
2 - Little competence in this area
1 - Very Little competence in this area

TIME COMMITMENT COLUMN

Your choice of numbers indicates your estimate of the time commitment you make in these areas relating to management.

The following rating scale is to be used for ranking.

5 - A Great Deal of time is spent in this area
4 - Much time is spent in this area
3 - Some time is spent in this area
2 - Little time is spent in this area
1 - Very Little time is spent in this area

NEED FOR TRAINING COLUMN

Your choice of numbers indicates your feelings about how much additional assistance or information about certain management areas you need.

The following rating scale is to be used for ranking.

5 - A Great Deal of additional assistance, information or training is needed
4 - Much additional assistance, information or training is needed
3 - Some additional assistance, information or training is needed
2 - Little additional assistance, information or training is needed
1 - Very Little additional assistance, information or training is needed

Please keep in mind that each of the three decisions (Competence, Time Commitment and Need for Training) about each management function should be made independent of the other two.

After completion of the columns, please complete the information located under General Information.

CHECK (✓) IF PERFORMED		COMPETENCE		TIME COMMITMENT		NEED FOR TRAINING	
		High	Low	High	Low	High	Low
____	1. Project instructional resource needs	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	2. Manage your budgeting responsibilities	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	3. Arrange for improvement of your vocational facilities	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	4. Maintain a filing system	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	5. Organize and maintain vocational laboratory	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	6. Requisition of supplies and equipment	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	7. Bid specifications for equipment and supplies	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	8. Read and answer correspondence	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	9. Organize and maintain a vocational classroom	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	10. Manage equipment and supplies	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	11. Manage your reporting responsibilities	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	12. Develop training stations	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	13. Organize and maintain an advisory committee	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	14. Provide for student safety/first aid needs	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	15. Assist students in developing self-discipline	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	16. Use student conferences to meet students' needs	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	17. Recruitment of students for classes	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	18. Advise students in career opportunities and employment	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	19. Coordinate with guidance counselor the advisement of students in career opportunities	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	20. Keep public informed of program through news media	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	21. Keep Board of Education informed of program goals	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	22. Use members of community in classes	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	23. Classroom discipline	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	24. Preparation of disciplinary reports	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	25. Coordinate activities of special needs students	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	26. Keep up to date professionally	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	27. Coordinate staff--professional and non-professional	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	28. Maintain legislative contacts	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	29. Delegate responsibility	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	
____	30. Make and receive phone calls	5 4 3 2 1		5 4 3 2 1		5 4 3 2 1	

CHECK (✓) IF PERFORMED		COMPETENCE	TIME COMMITMENT	NEED FOR TRAINING
		High Low	High Low	High Low
____	31. Establish and maintain a student vocational organization	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
____	32. Speak before community groups	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
____	33. Cooperate with businesses	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
____	34. Develop program goals and objectives	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
____	35. Develop a course of study	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
____	36. Develop long-range program plans	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
____	37. Conduct a student follow-up study	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
____	38. Evaluate your vocational program	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
____	39. Develop short-term program plans	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
____	40. Prioritize daily activities in order of importance	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
____	41. Prepare yearly calendar of public relations activities	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
____	42. Write grant proposals	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
____	43. Understand legal rights of teachers	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

44. Department functions, other than teaching, which are most demanding of your time.

1) _____

2) _____

3) _____

45. Department functions, other than teaching, which are most demanding of your skill.

1) _____

2) _____

3) _____

46. Approximately how much time do you spend each week in addition to teaching classes and the class preparation period in the management functions of your service area.

(1) No additional hours
(2) 1-5 hours
(3) 6-10 hours
(4) 11 or more hours

-over-

GENERAL INFORMATION (Circle Appropriate Answer)

1. Service area that you are presently teaching:

   (1) Agriculture
   (2) Business and Office Education
   (3) Marketing and Distributive Education
   (4) Home Economics
   (5) Trades and Industrial Education
   (6) Other _____

2. Number of years of teaching experience (include present year):

   (1) 1
   (2) 2-5
   (3) 6-10
   (4) 11-15
   (5) 16 or more

3. Your school's enrollment:

   (1) 0-100
   (2) 101-150
   (3) 151-200
   (4) 201-450
   (5) 451-900
   (6) 901 or more

4. Number of teachers in your service area department:

   1 2 3 4 5 6 7 8

5. Number of class preparations per day:

   1 2 3 4 5 6 7 8

6. Grade levels of students taught (circle all taught):

   7 8 9 10 11 12 Adult

7. Average size of classes (circle size)

   (1) 0-10
   (2) 11-15
   (3) 16-20
   (4) 21-24
   (5) 25 plus

8. Your educational background:

   (1) B.S.
   (2) B.S. plus 15 hours
   (3) M.S.
   (4) M.S. plus 15 hours
   (5) Other _____

9. How would you like additional training? (Circle any you feel appropriate)

   (1) State Department In-Service Training
   (2) Local In-Service Training
   (3) College In-Service Training
   (4) Newsletter
   (5) Other _____

THANK YOU FOR YOUR TIME AND HELP.

B. FOLLOW-UP CARD

September 28, 1981

Just a friendly reminder that I need your participation in the research survey of management functions of Kansas secondary vocational education teachers.

Please complete and return the yellow questionnaire which was mailed to you on September 14th. If you did not receive your survey, contact me at 316-283-6860 (Home), or 316-283-2500 (Office).

If you have already returned the survey, please accept my thanks for your assistance.

Sincerely,

Marjorie J. Warta

Marjorie Warta
Project Coordinator
1801 Cypress Lane
Newton, Kansas 67114

C. ADVISORY COMMITTEE

Ms. Carolyn Jackson, Harvey County Home Economist, Newton, Kansas

Dr. Sue Unger, Central Kansas Area Vocational-Technical School, Newton, Kansas

Dr. Dale Brooks, Director, Central Kansas Vocational-Technical School, Newton, Kansas

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Kansas State Vocational Education Staff, Topeka, Kansas

D. LIST OF MANAGEMENT FUNCTIONS

Technical Area

1. Project instructional resource needs
2. Manage your budgeting responsibilities
3. Arrange for improvement of your vocational facilities
4. Maintain a filing system
5. Organize and maintain vocational laboratory
6. Requisition of supplies and equipment
7. Bid specifications for equipment and supplies
8. Read and answer correspondence
9. Organize and maintain a vocational classroom
10. Manage equipment and supplies
11. Manage your reporting responsibilities

Human Area

12. Develop training stations
13. Organize and maintain an advisory committee
14. Provide for student safety/first aid needs
15. Assist students in developing self-discipline
16. Use student conferences to meet students' needs
17. Recruitment of students for classes
18. Advise students in career opportunities and employment
19. Coordinate with guidance counselor the advisement of students in career opportunities
20. Keep public informed of program through news media
21. Keep Board of Education informed of program goals
22. Use members of community in classes
23. Classroom discipline
24. Preparation of disciplinary reports
25. Coordinate activities of special needs students
26. Keep up to date professionally
27. Coordinate staff--professional and non-professional
28. Maintain legislative contacts
29. Delegate responsibility
30. Make and receive phone calls
31. Establish and maintain a student vocational organization
32. Speak before community groups
33. Cooperate with businesses

Conceptual Area

34. Develop program goals and objectives
35. Develop a course of study
36. Develop long-range program plans
37. Conduct a student follow-up study
38. Evaluate your vocational program
39. Develop short-term program plans
40. Prioritize daily activities in order of importance
41. Prepare yearly calendar of public relations activities
42. Write grant proposals
43. Understand legal rights of teachers

MANAGEMENT FUNCTIONS OF SECONDARY VOCATIONAL TEACHERS IN KANSAS WITH IMPLICATIONS FOR PRE-SERVICE AND IN-SERVICE EDUCATION

by

MARJORIE HAMON WARTA

B.S., Kansas State University, 1957

M.S., Kansas State University, 1961

AN ABSTRACT OF A DOCTOR'S DISSERTATION

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requirements for the degree

DOCTOR OF PHILOSOPHY

College of Education

KANSAS STATE UNIVERSITY

Manhattan, Kansas

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ABSTRACT

Purpose of this study was to determine management functions of secondary vocational teachers in relation to competence level, time commitment and need for training. The study was limited to 200 Kansas teachers with one year or more of teaching experience in the vocational service areas of agriculture, business, distributive education, home economics and trades and industry.

The research instrument was developed to allow respondents to rate 43 selected management functions. A five-point Likert scale was used to allow respondents to indicate which management functions they performed, self-perceived competence level, time commitment and need for training. The analysis of variance, and Scheffe statistical techniques were used to determine significant differences. The t-test was used to test significant differences between management clusters of technical, human and conceptual skills. A correlation was made between the three scales--competence level, time commitment and need for training and ranking tables were constructed for competence level, time commitment and need for training.

Hypotheses summarized: There are significant differences in number of management functions performed by teachers relative to educational level, but no significant differences relative to teaching experience, school size or classroom preparations. There are significant differences in competence level relative to school size and teacher's education, with no significant differences relative to teaching experience and classroom preparations. There are no significant differences in time commitment and need for training of selected management functions

relative to teaching experience, school size, classroom preparations and teacher's education.

Recommendations: Teacher educators of secondary vocational teachers should include all selected management functions in this study in pre-service education. Teacher educators and state vocational staff should initiate in-service education to develop competencies in management functions rated highest on need for training scale. In-service education should be planned in areas of management where there was high competence level, high time commitment and high need for training. Conceptual skills of teachers should be evaluated and upgraded if handling administrative responsibilities. The teachers' highest mean in the management clusters was human skills, followed by technical and then conceptual.